

**IMPROVING THE STUDENTS' READING
COMPREHENSION THROUGH COOPERATIVE LEARNING
AT VIII G CLASS OF SMPN 1 SEWON IN THE ACADEMIC
YEAR OF 2012/2013**

A Thesis

Presented as partial fulfillment of the requirements
to obtain a *Sarjana Pendidikan* Degree in English Education



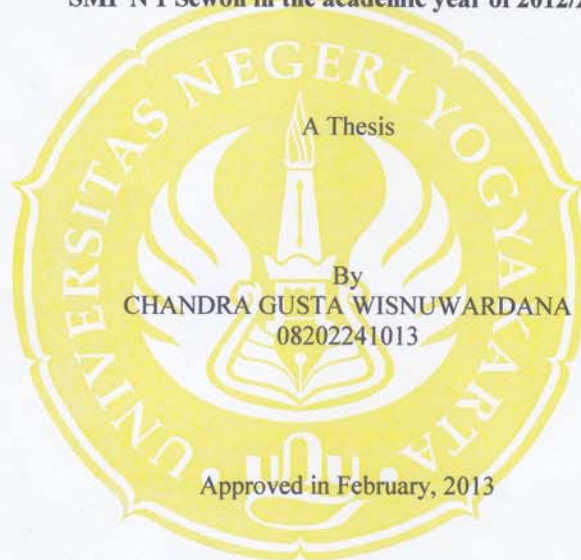
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YOGYAKARTA STATE UNIVERSITY
2013**

APPROVAL

**IMPROVING THE STUDENTS' READING
COMPREHENSION THROUGH COOPERATIVE LEARNING
AT VIII G CLASS OF SMPN 1 SEWON IN THE ACADEMIC
YEAR OF 2012/2013**

Action Research at
SMP N 1 Sewon in the academic year of 2012/2013



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A Thesis

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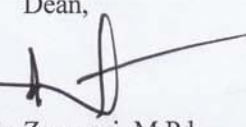
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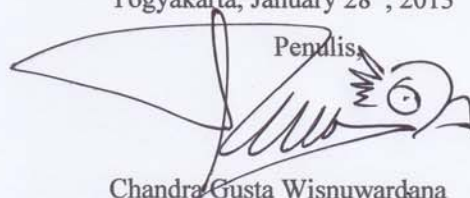
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Judul Skripsi : *Improving Students' Reading Comprehension through Cooperative Learning at Grade VIII G of SMPN 1 Sewon in the Academic Year of 2012/2013*

Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, January 28th, 2013

Pendulis

Chandra Gusta Wisnuwardana
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DEDICATIONS

I lovingly dedicate this thesis to:

My beloved father and mother

Dwi Ari Wisnu W. and Suratini

Thank you for your endless love, care,

patience, prayer, and support

my beloved sister, Deandira Novita W., and

my grandmother.

Thanks for your love, care, and support

And

to all my friends

Thanks for giving spirit and for coloring my

life

I can't say anything because words will never be enough

to express how much I love you.

MOTTOS

“So, verily, with every difficulty, there is relief. Verily, with every difficulty there is relief.”

(Qs. Al-Insyirah 5-6.)

“Do not compare yourself to others. If you do so, you are insulting yourself.”

-Adolf Hitler-

“The destination is not the end...but the journey that's what matters the most.”

-Jebraw-

“When you have no choice other than jumping towards the unknown, don't fear, just arm yourself with hope and faith..”

-Jebraw-

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I am very grateful to Allah SWT the Most Gracious and the Most Merciful. Alhamdulillahirobil' alamin, all praise is to Allah SWT, the Almighty, the Merciful, and the Owner of the universe who has blessed me with so many beautiful things in my life. His blessing has empowered me to finish this thesis.

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I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect, so any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, January 23rd 2013

The writer

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ABSTRACT

The objective of this action research was to improve the students' reading comprehension of the eighth grade students of G class at SMPN 1 Sewon in the academic year of 2012/2013 through the use of cooperative learning.

This action research was conducted in two cycles involving cooperative learning methods such as pair-read, think-pair-share, numbered heads together, round table brain storming and group discussion followed by quiz as the main activities. Giving various reading tasks, interesting media, handouts of the materials, and reward were the complement of the main activities. The data were obtained by observing the teaching and learning process, interviewing the students and collaborators, holding discussions with the collaborators, and taking pictures of the teaching and learning process. The instruments used in this research were observation guidelines, interview guidelines, and digital camera. The data collected were qualitative data. Data reduction, data display, and conclusion drawing and verification were used to analyze the data. Furthermore, this research applied time triangulation and investigator triangulation to get trustworthiness.

The results show that the students' reading comprehension improved through the use of cooperative learning. The students made a good improvement in some aspects of reading skills such as finding the main ideas, finding the required information, guessing the meaning without using dictionary, skimming and scanning during their reading. The cooperative learning was also to improve the students' reading interest. It was shown that the students seemed to be more enthusiastic and active in the teaching and learning process. The students easily learnt the materials in groups. They were more confident in reading the text and had more chances in sharing their idea and knowledge about their reading to the others. The various activities made the class atmosphere enjoyable. The group work activities improved the students' understanding towards the materials and the teacher's classroom management.

CHAPTER I INTRODUCTION

The objective of this research is to improve the students' reading comprehension through cooperative learning. In this part, I present the background, identifications of the problems, limitation of the problems, formulation of the problem, objective of the study, and significance of the study.

A. Background of the problem

According to the 2006 curriculum for high schools in Indonesia, English is a tool in communication both for spoken and written communication. It means that students have to be able to understand and share their ideas, information, thought, opinions, and feeling through spoken or written texts. Therefore, English teaching and learning cover the four language skills, namely listening, speaking, reading, and writing skills.

It has been considered that reading is one of the most important skills that should be acquired by the students. Reading can be a stepping stone for them in order to succeed in their study and in their life. Without the ability to read effectively, a student will lose lots of opportunities in his education and in his real life situation in the future. The ability to read will lead students to gain new knowledge, enjoy the beauty of literature, and do everyday things, for example, reading news papers, magazines, novels, maps, manual instructions and so on.

Furthermore, by reading people will not only get new information from the texts but also will get the knowledge of the language used in the texts. Reading can help students to increase their language knowledge, such as the new

vocabularies, phrases, idioms, and many more when they read various kinds of books.

In Indonesia, particularly in English teaching and learning process, reading plays significant roles for students as manifested in School – Based Curriculum (KTSP). Students of junior high school are expected to have abilities to understand and produce some short functional texts, and essays in the form of procedure, descriptive, recount, narrative, dan report. It means that in English and teaching and learning process, students need to have good reading skill in order to comprehend those material well.

Students of junior high schools need the appropriate reading strategy in order to get the messages or the information lies inside the texts. Reading involves higher-order thinking skill and to be much more complex than decoding specific words since English becomes the subject that is tasted in the National Examination. Reading becomes very essential because most of the questions in the National Examination are about reading comprehension. In order to pass the final examination, the students should be able to answer these reading comprehension questions. Therefore, English teaching and learning process in Indonesia is more focused on reading.

However, even though reading has been the focus in English teaching and learning process, it does not mean that this process is free from problems. Based on the observation of teaching and learning process in VIII G class of SMP N 1 Sewon and interviews with the teacher and students that conducted on November 7th 2012, the situation of teaching and learning of reading indicated that have not

been well executed. It was found that the situation of teaching and learning of reading in the classroom can be seen in the following vignette.

Date : November 7th, 2012

Place : VIII G of SMP N 1 Sewon

Time : 8.20-09.40 AM

The class was so noisy when the teacher came. The teacher asked the researcher to come in and asked him to sit at the back. The teacher asked a student to clean up the blackboard. After that, the teacher greeted the students, “Assalamualaikum Wr.Wb” and the students answered “Wa’alaikumsalam Wr.Wb.”. The teacher did not ask the students situation but directly introduced the researcher to the students. She explained the reason why the researcher came to the class. She said that in that day, the researcher would conduct observation for his research in this class.

After introducing and explaining the reason why the researcher came to the class, the teacher asked about the assignment in the previous meeting. The teacher reviewed the assignment and explained again the generic structure of recount text. After that, teacher asked students to open the LKS (Lembar Kerja Siswa) page 21 about recount text with the title of “My Holiday”. Teacher asked the students to identify the generic structure of the text. After that, the students read the text. Then, she asked them to answer some questions related to the text.

After view minutes, the teacher pointed some students to read aloud the paragraphs. She said, “Fitriana, please read the first paragraph.” and continued with the other students with the same instruction until the text was finished being read. When students made mistakes while reading the text, teacher directly corrected the mistakes. She did not wait until the student finished reading the paragraph.

After students finished reading all the paragraphs, she read once more sentence by sentence and translated all by herself without involving her students. When all the paragraphs were successfully translated, teacher asked the students to do another exercise from her. The teacher distributed multiple choices work sheet about recount text. The students asked to do the exercise individually. While the students did the exercises, the teacher asked the students “Sudah selesai belum?” The students answered, “Belum...”. So, the teacher let the students finished the exercises. When the students finished the exercises, the teacher discussed the exercises together. First she asked the students to swap their work with their friends. Then, she pointed students to read the questions and answer. This activity was done until all the questions discussed and answered. Before she ends the lesson, she asked the students to mention their score. It was done until the bell rang. She closed the lesson by saying, “Wassalamualaikum Wr.Wb.”. Then, She left the class.

From the vignette above, it can be seen that the teaching and learning process of reading did not run well. There were many problems that influenced reading comprehension, such as the teacher's domination in teaching and learning process of reading. The teacher-centered as happened in this situation, of course, did not arouse students' involvement to actively engage in the learning process. In order to improve the students' involvement during the reading class, teacher should give students the opportunity to develop themselves in learning process as independent and interdependent learners. Here, students play roles as the source of learning and minimizing the teacher-centered during the teaching and learning process of reading.

The problem also came from the materials that depended on LKS. This problem led the techniques that the teacher used in the class to be monotonous. The process of reading that only focused on one source of material with the same technique of teaching of course would make students easily get bored. This of course will give effects on students' motivation. The other problem was the use of traditional method of teaching like Grammar Translation Method (GTM) during the learning process. This method is not relevant anymore to today's communicative language teaching. This problem believed contributes to the students' reading comprehension towards the text.

To overcome those problems, one way to make students able to improve their reading comprehension is by making students actively involved themselves in the reading class. Therefore, the strategies should be interesting and students-centered. The teacher can use activities in cooperative learning to promote

students' motivation and participation in the teaching and learning process so that the students' reading comprehension will increased.

In cooperative learning, teacher divides students into small groups that consist of heterogeneous learners. This strategy is believed as a way to promote positive interaction among students that later can contribute to the improvement of reading comprehension.

Based on the reason above, in order to solve the problems that occurred in the school, the researcher conducted an Action Research. The researcher thinks that efforts need to be done to help the students to be more successful in reading and to stimulate students' motivation during the lesson is by conducting cooperative learning. Therefore, the research is focused on the efforts to improve the students' reading comprehension through cooperative learning.

B. Identification of the Problems

Based on the discussion in the background, there are some problems concerned with the students' reading comprehension at SMP N 1 Sewon. The crucial problems that influence the students' reading comprehension are, the ineffective teaching strategies, limited sources of learning and lack of activity that lead to the students' motivation, and the lack of students' ability towards reading.

From the vignette, it can be seen that the teaching and learning process of reading do not carry out well. In teaching reading, the teacher faced some problems. The first problem was related to the teaching method. The teacher usually focused on the translation and the generic structure of the text. Teacher gave reading exercise to the students without considering the ability of

comprehending the whole message and sometimes ignored the ability of students to make prediction and inferences. Teacher paid more attention on the part of generic structure of a certain text and the equivalent meaning in Indonesian rather than on comprehending what the text is about and it tended to be bored. The use of traditional method of teaching like Grammar Translation Method (GTM) during the learning process which was not relevant anymore to today's communicative language teaching. It is believed as one of the factors that contribute to the low level of students' reading comprehension.

The teaching technique used by the teacher was also teacher-centered. The teacher did not provide a sufficient opportunity for the students to experience learning. In this case, students tended to be passive participants. In order to improve students' involvement during the reading class and make them actively participate, teacher should give students the opportunity to develop themselves in learning process as independent and interdependent learners. Teacher can put students as the source of learning and minimizing the teacher-centered during the reading class. By doing this, it is believed that students will be more interested in the reading class so that students' reading comprehension will be improved.

The second problem was the activity and materials used in reading class. The teacher tended to be LKS-based when she taught in the class. This situation led the students to easily get bored. The classroom activities were monotonous and did not encourage the students to actively involve themselves in teaching and learning process of reading. These monotonous activities decrease students' motivation to get involved to the reading activities. Consequently, it made the

students get bored. Teacher should vary the materials in order to engage students in the reading class so that they will not easily get bored.

The third was related to the students' ability toward reading. The students' lack of vocabulary was one of the factors that make reading hard to comprehend. The unfamiliar words and the lack of reading strategies and skills make them unable to do the task well. This situation, of course, contributed to the students' passiveness during the lesson.

Furthermore, based on the interviews, the students said that they did not have sufficient vocabulary and interpret the written message efficiently. They did not recognize most of the words which were represented in the text. Sometimes, they knew the meaning of every single word but they were unable to link the words together and grasp the meaning of the text. It could be seen from the interaction during the teaching and learning process.

C. Limitation of the Problems

It is impossible for the researcher to deal with all problems that have been mentioned in the identification of the problem. It can be seen that there are many factors causing the students' low level of reading comprehension. Due to the limitation of the researcher, it is impossible to solve all problems related to students' reading skills. In this research, the problem is focused on how to find the interesting activities to improve reading comprehension in SMP N 1 Sewon in the academic year of 2012/ 2013 by conducting Cooperative Learning.

There are some reasons, why the researcher chooses this strategy to improve the students' reading comprehension.

First, some techniques in cooperative learning are designed to improve students' reading comprehension. Cooperative learning maximizes the use of reading comprehension activities and small group learning in the teaching and learning of reading. Cooperative learning can encourage the motivation among students and promotes equal participation. It provides opportunity to develop students' ability and skills in reading.

Second, the focus of cooperative learning is not only on the academic achievement, but also social and affective aspects. It endorses positive interdependence and face-to-face interaction. Besides that, by applying cooperative learning, students will experience the dynamics of working together as a group. They will experience the interaction not only between students and teacher, but also among the students themselves.

Third, this strategy will help teacher to create a learning environment which engages individual achievement and group achievement in the same time. In cooperative learning, teacher will serve not only as the informer, but also as monitor, facilitator, or even as a source. This strategy is expected to be able to motivate the students to achieve and be actively involved in the teaching and learning of reading.

D. Formulation of the Problem

In reference with the problems, the formulation of the problem in this study is presented in the following form of question:

“How could cooperative learning be implemented to improve the students’ reading comprehension of SMP N 1 Sewon in the academic year of 2012/ 2013?”

E. Objective of the Study

From the formulation of the problem, the objective this study is to improve the students’ reading comprehension in VIII G class of SMP N 1 Sewon in the academic year of 2012/2013.

F. Significances of the Study

The writer hopes that this study gives some benefits in the following ways.

First, hopefully, this study will give new insights to teachers, especially of the junior high school. The result of the study will give general picture about the success and the effectiveness of teacher’s method in teaching reading skills. It is expected that this study can inspire them in implementing cooperative learning strategies in their class.

Second, this study will give the students new experiences in doing reading tasks that can be shared with their new teachers and friends. This research also will enrich students’ reading skills mastery.

Third, for the researcher, the study will be used as an experience on how to conduct an action research study particularly in improving reading comprehension.

Fourth, for other researchers in the same topic, this research hopefully can be an input to their research.

CHAPTER II

LITERATURE REVIEW

This chapter attempts to contextualize some related theories of the research problems. It consists of two major sections, namely theoretical review and conceptual framework.

A. Theoretical Review

The current literature in the related themes in this section includes the reviews of reading comprehension, cooperative learning.

1. Nature of Reading

a. Definition of Reading

There are many definitions of reading according to many language experts. According to Rivers (1981:261), reading is a process of enunciating the conventional way the sounds symbolized by the printed or written markers on the script. Brown (2004:189) adds that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of the reading process to finally reach their understanding about the meaning of the text they read. Furthermore, Nunan (1989:72), states that in reading, the readers do a solitary activity in which the reader interacts with the text in isolation. This isolated activity involves many interactions between readers and what they bring to the text like previous knowledge and strategy use, as well as variables related to the text like interest in the text and understanding of the text types.

Celce – Murcia (2001:154) views reading as an interactive process involving a text, a reader, and a social context in which the reading process occurs. She says that the transaction includes the reader activity on interpreting the text. This implies that the reader past experiences, language background, and cultural framework, as well as the reader purpose for reading influence the reader's interpretation about the text.

According to Harmer (2002:199), when the learners read a story or a newspaper, they deploy a range of respective skills. It means that reading is respective skills that require the readers' ability to create interaction between the linguistic knowledge and knowledge of the world.

In other words, the above theories explain that the term of reading can be defined as an active process of getting the meaning of a printed words or verbal symbols in written text. In order to get the intended meaning from the text, a reader has to comprehend what they have read. During this process, a reader combines his language skills and background knowledge of the world to grasp the meaning.

b. Microskills and Macroskills of Reading

Reading is one of the skills in a language teaching. Murcia (2001:119) states that reading is a process of trying to understand a written text. The reader has to perform a number of simultaneous tasks such as decoding the message by recognizing the written sign, interpret the message by assigning meaning of the words and understand what authors' intention is.

There are several microskills and macroskills of reading as adapted from Richard in Brown (2001:307) that need to be developed for effective reading.

- 1) Discriminating among the distinctive graphemes and orthographic patterns of English
- 2) Retaining chunks of language of different lengths in short-term memory
- 3) Processing writing an efficient rate of speed to suit the purpose
- 4) Recognizing a cone of words, and interpret word order patterns and their significance
- 5) Recognizing grammatical word classes (noun, verb, etc.) system (e.g. tenses, pluralization), pattern, rules, and elliptical forms
- 6) Recognizing that a particular meaning may be expressed in different grammatical forms
- 7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses
- 8) Recognizing the rhetorical forms of written discourse and their role in signaling interpretation
- 9) Recognizing the communicative function of the written text, according to form and purpose.
- 10) Inferring context that not explicit by using background knowledge
- 11) Inferring link and connections between events, ideas, etc. deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
- 12) Distinguishing between literal and implied meaning
- 13) Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata
- 14) Developing and use the battery of reading such as scanning and skimming, detecting discourse makers, guessing the meaning of the words from context, and activity schemata for the interpretation of the text.

Therefore, based on the microskills and macroskills that have been determined, the reading techniques and the reading activities should include those reading microskills and macroskills as well as employ reading strategies needed by the students. It aims at helping students comprehending the text effectively and making them easier to deal with various kinds of texts.

c. Reading Comprehension

Lenz (2005:1) states that reading comprehension is the process of constructing meanings from the text. It means that the reading comprehension process involves the readers' ability to make a relationship between their background knowledge and their purpose of reading with the meanings of the text. Finally, its process results a meaning of the text which is being understood by the readers.

Furthermore, Klinger, Vaughn, and Boardman (2007:8) state that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

According to Alexander (1988) comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read. There are two kinds of comprehension. First, the literal comprehension in which the reader is getting only literal meaning, that is, receiving and understanding only what the author has said. This kind of reading tends to be receptively and passively because there is no process of efforts to dig out the deeper meaning. Second, the implied comprehension, that is, reading beyond or between the lines when the reader is doing the action, he brings his knowledge and experience to the act of reading, draws inferences and applies reading to life situations. It means that he is reading

actively where there is an interchange of ideas with the author. Good readers read for mainly means that they do not look at all of every sentence for they can understand more than the sentences they read. Good readers can unite their purpose with the author's.

Based on the explanation above, reading comprehension ability is the readers' ability in understanding the text to find required information in accordance with the reader's purpose. In order to find that information, readers must be able to find the writers' ideas whether it is explicit or implicit stated in the text by applying the most effective strategies of reading comprehension.

Brown (2004:188-189) writes that a person who comprehends English language has the following capabilities.

- 1) He can identify the purpose in reading the text.
- 2) He can apply spelling rules and conventions for bottom-up decoding.
- 3) He can use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- 4) He guess at meaning (of words, idioms, etc.) when he aren't certain.
- 5) He can skim the text for the gist and for the main ideas.
- 6) He can scan the text for specific information (names, dates, key words.).
- 7) He can skip unnecessary information while skimming.
- 8) He is able to use silent reading technique for rapid processing.
- 9) He is able to use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- 10) He can distinguish between literal and implied meanings.
- 11) He can capitalize on discourse markers to process relationships.

The theories above tell us that reading comprehension is a complex interactive process that involves what is being read and what readers already know in the real world. The readers who are good at comprehending can organize between their background knowledge and the message in the text and deciding which process is needed to meet their purpose of reading. The comprehension

process which is focused on how the way of reading works will guide the readers to comprehend a reading text systematically. Some steps in the comprehension process allow them to operate their thought systematically. It can be useful for readers to get the meaning of the text in an easier way. In other words, reading comprehension is a type of reading that focuses on getting the message of the texts.

d. Process of Reading Comprehension

In order to get the maximal benefit from reading, the readers should understand the approaches in reading. There are three approaches in the reading process, namely the top-down processing, the bottom-up processing, and the interactive processing. Each process will be described below:

1) The top-down processing

Nuttall (2000:16) states that this approach is used when the reader interprets assumptions and draws inferences. In this model, the readers bring prior knowledge and experiences to the text and they then continue to read as long as the texts confirm their expectation. This top-down process can be explained as follows. The reader first looks at a passage or a text. Then he/she guesses or predicts what the text will be about (based on their background and experience of the topic) after reading the title, the headings and sub headings. The reader then continues to read the text seeking confirmation about the topic. So the readers fit the text into knowledge and experiences they already hold. In top-down model, the readers use background knowledge, make prediction, and search text to confirm or reject the predictions that are made. Finally, it can be said that in the

top-down model, the readers begin with the largest element, use background knowledge, and put words down towards smallest units to build comprehension of what is being read.

2) The bottom-up processing

In this model, the readers read the words, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text. This bottom - up process can be explained as follows: when people read, they extract propositions from the text. This is where the reader chunks the sentences into constituents and constructs the proposition from there. In this model, the reader reads all of the words in a phrase, or a sentence before being able to understand. Therefore, it can be concluded that bottom-up model typically consists of lower level of reading process. The reader begins with the smallest units and builds up to comprehension of what is being read.

3) The interactive processing

The third model of how to deal with reading is called the interactive model. This model is built on the combination of the bottom-up and top-down models. Nunan (1989) states that the efficient and effective reading requires both top and bottom decoding in which this model fill the gap between two models since it emphasizes both letters and background knowledge. The process of constructing meaning from the print of the bottom-up model and the process of using background knowledge of the top-down have a place in the interactive

model. The readers, for example, may use top-down reading to compensate for deficiencies in bottom-up reading.

In conclusion, in the interactive model the readers combine the elements of both, bottom-up and top-down models of reading to reach reading comprehension. The readers do many bottom-up things when they read and (decode unfamiliar vocabulary, wonder about part of speech of a particular word and so on) and they also do many top-down things when they read (anticipate what is coming next in the text and draw on his/her previous experience)

e. Factors Affecting Reading Comprehension

There are many ideas of the factors affecting reading comprehension proposed by some experts. Klinger, Vaughn, and Boardman (2007:8) state that reading comprehension involves much more than readers' response to the text. It is a complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself.

Hafner (1974:117) proposes two factors influencing reading comprehension. The first is intelligence. He argues that intelligence is the main factors influencing reading comprehension. The second are background knowledge and experience. When the readers have good sufficient background knowledge about the theme of the text readers going to read, it will help him a lot in comprehending.

In addition, Snow (2002:11) proposes three elements of reading comprehension. They are the reader, the text, and the activity. The reader brings his or her cognitive abilities, motivation, and experience. These are varying

among readers and varying within the readers which understanding different text types or in the different reading activity.

Criscoe and Gee (1984) mention the factors influencing reading comprehension below.

- 1) Reading comprehension is influenced by general intelligence of the reader.

The more intelligent he is, the more likely he is to understand what he reads, unless he has some specific defects which interfere with his work.

- 2) Reader's interest affects reading comprehension interest acts both directly as a motivating power and indirectly by furnishing a background of information in reading.

- 3) Vocabulary takes role in influencing reading comprehension. The problem of adequate meanings is always most acute during the initial stages in the acquisition of either general or technical vocabulary.

- 4) Reading habits. The rapid reader generally understands well because he/she sees the reading matter in large units.

Moreover, the reading skill as a part of teaching-learning process has some factors influencing its success. Alexander (1988:53) has proposed three factors that can influence reading comprehension. There are three interactive elements which affect comprehension: the reader, the text, and the context. The reader is doing the comprehension. The reader's capabilities, abilities, knowledge, and experiences affect the act of reading. The text is a material that is read. The context is a part of the comprehension activities.

1) The Reader

Readers who have trouble learning to decode and recognize words often will have difficulty with reading comprehension. The readers who struggle with decoding rarely have a chance to interact with more difficult text and often learn to dislike reading. As a result, these readers do not have sufficient opportunities to develop the language skills and strategies necessary for becoming proficient readers.

Furthermore, according to Alderson (2000: 32), the reader factors in comprehending a text includes: his/ her background knowledge, or generally called schemata, affection and purpose of reading.

a) Background knowledge

This factor provides the readers with repertoire on which to draw when searching for an author's meaning.

b) Affection

This factor includes interest, motivation, attitudes, beliefs, and feelings. The affective factors have an important role in influencing what is understood by the readers.

c) Purpose of reading

A reader can have problems in understanding a text if he reads with no particular purpose in mind. Purposes of reading help the reader to focus on information that he wants to find out.

Harris and Smith (1972) also add two factors again that influence the reading comprehension. They are:

a) Language ability

The learner has an opportunity to discuss his/her reactions on question with someone who uses language effectively.

b) Thinking ability

Thinking is a basic component of comprehension. When a reader reads a text, he is engaged in the process of thinking where he makes generalization and comparison, follows sequences of events, and commits many other similar mental operations.

2) The Text

According to Alexander (1988:85), reading comprehension is also affected by the quality of the reading material. Some writers are better writers than others, and some writers produce more complex reading material than others. Readers who do not have the background, abilities, or motivation to overcome the barriers presented in this kind of text will have more difficulty comprehending these types of texts. Both reader and text are mutually important in reading. In order to achieve the goals in reading, text holds a crucial role and therefore it should be carefully chosen.

3) The Context

Sweet & Snow (2003) also consider that the context is a part of the comprehension activities. There are three dimensions to these activities: purpose (why is the reader reading the text); processes (what mental activity must the reader engage in); and consequences (what did the reader learn or experience as a result of reading the text).

From the theories above, it can be concluded that reading comprehension is not a single process. It is a complex process which is affected by some factors such as the reader's intelligence and background knowledge, the technique and strategy used, and the features of the texts. All of those factors relate each other in influencing the reader's reading comprehension ability.

2. Teaching Reading

a. Principles of Teaching Reading

Teacher should concern the teaching of reading comprehension to achieve the goals of teaching and learning process. In teaching of reading, the teacher is expected to give opportunity for students to read the texts comprehensively. It means that the teacher should create the situation where students can read the text silently and after that discuss the text together. Without putting aside the reading aloud activity, this activity is also needed for students in order to be able to interact well with the texts. So, the teaching of reading is not a simple matter but teacher can create a lot of activities which can raise students' motivation in reading. The teacher should organize the teaching and learning process in order to help the students understand the materials easily. Teaching reading in more

interactive way has positive effects on the students' reading comprehension. By applying the right strategy in reading class, it is believed that students will have high enthusiasm in joining the lesson.

Harmer (1998:70-71) formulates six principles in teaching reading. They are mentioned as follows:

- 1) The teacher needs to understand that reading is not a passive skill.

Reading is an active activity. When students read a text, they must do other activity not just read a text at glance. Students do not only catch the surface structure of the text content. It means that the teacher does not merely ask the students to read the text, but he/she has to make them realize that reading is not a passive skill. Since reading is an incredible active occupation, students need to draw the context of the text, the writer's arguments, and works which agree with them.

- 2) The teacher has to make the students enjoy reading the passage

To make students interested in reading is important. When the readers are not interested or enjoy reading, they will get nothing from it. It is not easy for them to receive the materials or content stated in the text when they are not interested. It is different when they are interested in what they are reading. They will get more benefits. They can get more knowledge and new information from the text they are reading.

- 3) The teacher needs to encourage the students in responding the context of a reading text, not just to the language used in the text.

Understanding language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to be accustomed to understanding, responding to the meaning of the text and expressing their feelings about the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

- 4) The teacher should emphasize that prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text about. By doing this, the students will actively start the process of reading. This can be an exciting task for the students who have imagination. Indeed, the teacher should give clues to make the students comprehend the text easily.

- 5) The teacher has to match the task to the topic.

Tasks are some ways to check the ability of the students to comprehend a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, etc. In this case, teachers are expected to choose good reading tasks which can be interactive for the students. The interactive texts may be undermined by asking boring and inappropriate questions.

6) Good teachers exploit reading text to the full.

Exploiting reading texts to the full means that the teachers does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should integrate the reading texts into more interesting and engaging class sequences. Teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study language, gives additional tasks to the students.

b. The Types of Classroom Reading Performance

Brown (2001:312) asserts that there are two types of classroom reading performance, namely oral and silent reading. Oral reading in the beginning and intermediate levels are used as an evaluative bottom up skills and examination of pronunciation. Thus, oral reading is not the real authentic language activity. Moreover, other students will lose attention while a student is reading orally.

The second type of reading performance is silent reading. It may be divided into intensive reading and extensive reading. Intensive reading is usually focused to develop linguistic competence in which the teacher gives a short difficult text. Intensive reading also pays attention to grammatical forms, discourse markers and other surface details for the purpose of complete and detailed understanding.

Meanwhile, extensive reading is carried out to achieve literal meaning, implications, and general understanding. It is usually somewhat longer text books, long articles, and other interesting reading materials. Extensive reading can help the learners to get away from analysis or much look up unfamiliar words.

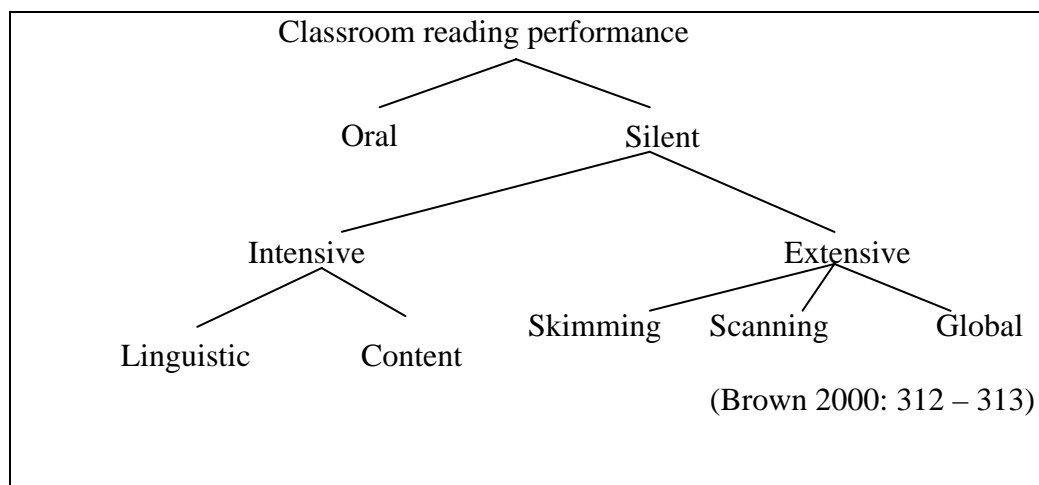


Figure 1: **classroom reading performance**

c. **Teaching Reading as a Foreign Language**

Reading is a complex process which involves linguistic and cultural background, knowledge and the reader's purpose for reading. Thus, there are differences in reading comprehension abilities between the first and the second language readers. Teaching reading in a foreign language aims at teaching how the language is used for conveying the message and develop the skills to understand the content of the expressed language (Nuttal, 1996:3)

In addition, Brown (2007:7) states that teaching is guiding and facilitating learning, enabling the learner to learn, and setting condition for learning. Teaching reading then is guiding and facilitating learner to read. Thus, there are many components involved in teaching of reading.

d. Teaching Reading in Junior High School

The teaching of English in senior high schools is done by the teachers based on the School-Based Curriculum of 2006 (KTSP) proposed by the Ministry of National Education. It is the last curriculum which has been established by Indonesian government to provide guidelines for teaching reading in junior high schools.

As stated in School-Based Curriculum of 2006, English subject in junior high schools includes three components. First, the expression ability which concerns in the ability to understand and produce speech and written text and are realized in four skills, i.e. speaking, listening, reading and writing. Second, comprehension and production ability of various short functional and monolog texts along with essays of text types (genre) such procedure, descriptive, recount, narrative, and report. The last, support of competence i.e. linguistic competence (the use of grammar, vocabulary, phonetic, and structure), socio cultural competence (the use of expression and action language receive in various context communication), strategy competence (the ability to overcome the problem which appears in communication process by using various methods) and building expression competence (the use of instruments of expression competence).

Based on the School-Based Curriculum of 2006, standard of competence of reading for junior high schools students of grade VIII in the odd semester states that students should be able to understand the meaning of written short functional texts and essays in the forms of narrative, and recount text related to surroundings. The basic competency states that the students should be able to respond the

meaning of short functional text (such as short message, announcement, label, notice etc) both formal and informal accurately, fluently, and acceptably in essays related to surroundings.

Related to the age of the students in junior high schools, the rules of teaching and learning for this stage of age requires special considerations in order to guide into right choices of teaching strategies, lesson planning, and the like. Therefore, it is important to understand the characters of teenagers before deciding to apply certain teaching method or strategy in the English teaching and learning process in senior high school.

Brown (2001:92) states that the period of teens which is between the childhood and adulthood, is age of transition, confusion, self-awareness, growing and changing bodies and minds. This implies some characteristics of a teenager which need to be considered. For teenagers, self-importance, self-image, and self admiration are crucial for them. Besides teens are ultrasensitive to the others perceptions toward their physical and emotional changing. However, students of junior high school are like adult in their ability to involve in various communication contexts.

Those characteristics of teenagers give an understanding that one most important concerns of junior high school is the teacher understanding students' needs. It can be implemented by designing an interesting teaching and learning process which can engage their skills and motivation, avoiding embarrassment of students, and encouraging students' participation in the teaching and learning process.

3. Cooperative Learning

a. The Definition of Cooperative Learning

As mentioned earlier, the teaching of reading should fulfill some principles of teaching of reading. The teacher should use appropriate techniques and create classroom activities engaging for students to actively involve themselves in the reading class in order to achieve common goal in learning. One of the principles is related to the technique that helps students to develop their reading skill and strategies to improve their comprehension. By implementing the appropriate reading techniques and creating reading activities that including microskills and strategies in reading, the teacher will help students to read more effectively and easier to deal with various types of texts as well as create the teaching and learning process run effectively and motivating for students.

Those techniques and activities that are required to improve student's reading comprehension can be found in the cooperative learning. It is one of the teaching strategies which are commonly used in the process of teaching and learning process.

Cooperative learning is a kind of teaching strategies that commonly used in the classroom. According to Brown (2001:47) cooperative learning is one strategy that involves students to work together in pairs or groups and they share information. Furthermore, Johnson, Johnson & Smith (1991) states that cooperative learning is the instructional use of small groups so that students work together to maximize their own and each others' learning. They are a team whose player must work together in order to achieve common goals in learning. It

involves both positive interdependence which all members must cooperate to complete the task and individual and group accountability which each member is accountable for the complete final outcome. By doing this, the classroom atmosphere will be enjoyable for students to learn in order to achieve the goal of the lesson as well as the goal of the team.

According to Richard and Rogers (2001:192), cooperative learning is an approach in teaching that maximizes the use of active activity involving pairs or small groups of learner in the class. By implementing cooperative learning, small teams with different levels of ability can use variety of learning activities to improve their understanding of a certain subject. In addition, Richard and Rogers (2001:192) define that cooperative learning is a group of systematic learning activity which depends on the information exchange between the learners in the groups in which each learner is given responsibility for his or her own learning and is motivated to increase the learning of others. Slavin (1995) states that in cooperative learning strategy, the teacher divides the students into small groups or teams. The teams or group formed are heterogeneous – made up of high, average, and low achievers, boys and girls students of different ethnic groups.

In other words, cooperative learning is a learning strategy which covers both individual and small group learning in a heterogeneous team. In its process, the learning activities are designed to improve students' cooperation and independence in comprehending materials. Moreover, students are trained to learn activity because they should involve in the learning activities. However, this

learning strategy emphasizes the role of individual participation to determine the group achievement in the learning process.

Furthermore, cooperative learning gives more benefits for students Slavin (1990: 52). They are promoting students learning and academic achievements, increasing students' memory during learning process, and enhance students' satisfaction with their learning experience and helping students develop oral communication skills and social skill, promoting students self respect and helping promote positive race relations.

In addition, a cooperative classroom increasingly emphasizes mediated learning. Mediation can be defined as facilitating, modeling, and coaching. Facilitating involves creating a rich environment and activity for linking new information to prior knowledge, providing opportunities for cooperative work and problem solving, and offering students several of authentic learning tasks. Coaching involves giving hints or clues, providing feedback, redirecting students' efforts and helping them in using the strategy. This is to provide them with right amount of help when they need it.

Johnson in Richards and Rogers (2001:192) believes that low achieving students might fall behind higher-achieving students in the classroom learning when the teacher is focusing competition rather than cooperation and teacher usually favored high-achieving students. Cooperative learning in this context is possible to raise the achievement of all students in the learning activities. It also helps the teacher build positive relationship among students and give students the

experiences they need for a good social, psychological, and cognitive development.

In addition, Chamot and O'Malley (1992:102) state that cooperative and collaborative learning requires students to interact and rely on others and themselves to complete the task. That interaction may be the structure in which each student is given a specific and certain role in the group. These also can be structured in formally in which students are collaborating to finish the task. They also suggest that the cooperative environment offers many other rewards so that learners become more active, self dedicated and communicative.

In summary, cooperative learning is a strategy which maximizes students' involvement, participations, and cooperative activities with the use of small group learning. It promotes students to take responsibility for their own and each others' learning in the group. It also helps teacher create learning environment which engages both students as an individual and group achievement at the same time. Moreover, cooperative structure of learning is useful to minimize domination of individual learner and teacher-centered during the lesson.

b. The Elements of Cooperative Learning

Johnson and Johnson (1994) propose five key elements of successful group based learning in cooperative learning. Following are the five basic elements of cooperative learning.

1) Positive Interdependence

The first requirement for an effective structured cooperative learning environment is that students believe they “sink” or swim together. Cooperation occurs only when students perceive that the success of one depends on the success of other. Whatever task students are given to perform, each group member must feel that his or her contribution is necessary for group success. All group members feel responsible for everything happens in the group. It can be created by structuring cooperative learning task and building a spirit of mutual support within the group.

2) Face-to-Face-Interaction

The second element of cooperative learning requires face-to-face interaction among students within which they promote each other learning and success. It is necessary to maximize the opportunities for them to help, support, encourage and praise each other. Such interaction helps to promote the following:

- a) Orally explaining how to solve the problem
- b) Teaching one's knowledge to other
- c) Checking for understanding
- d) Discussing concepts being learned and
- e) Connecting present with past learning

3) Individual and Group Accountability

The purpose of cooperative learning group is to make each other member a stronger individual. Individual accountability exists when the performance of each individual student is assessment and the results are given back to the groups. It

also involves both group and individual performance. One of the examinations is by assigning each student in a group to have certain responsibility in finishing the project. Another examination is by calling on a student at random to share with the whole class with group members or with another group.

4) Social skill

Students must be taught the social skills and motivated to use social skills which are needed for teamwork decision-making, trust-building, communication and conflict management skill. The social skills determine the way students interact with each other as teammate and structuring and structure. Structuring and structure refer to the ways of organizing students' interaction during the learning activity. Those key elements should be well organized in order to create effective group learning in cooperative process. In this case, the teacher plays important roles in designing learning activities which cover all of those elements of cooperative learning in the classroom.

5) Group Processing

There are some factors involved in setting up group include deciding the size of the group and assigning students to group. The tasks, the age of the learner, and the time limits for lesson are some factors which should be considered in deciding the size of the group. While assigning students to group, it can be selected by teacher, randomly selected, or student-selected.

Some of the keys to successful processing are allowing sufficient time for it to take place, emphasizing positive feedback, maintaining students' involvement in processing etc. In order to be cooperative, group members must

promote each other's learning and success face-to-face, hold each other personally and individually accountable to do a fair share of the work, use the interpersonal and small group skills needed for cooperative efforts to be successful and process as a group how effectively members are works together.

c. The Implementation Cooperative Learning

The implementation of cooperative learning in the teaching and learning process of reading requires many preparations should be understood by the teacher and students as the main elements who involve directly in the classroom.

Brown (2000:157) proposes seven rules in implementing a group technique in cooperative learning. They are introducing the technique, designing the use of small group for technique, modeling the technique giving clear and detail instructions, avoiding class into group, checking for explanation, and setting the task in action. These rules give clear description toward the things which must be organized before implementing a group technique. It is useful to create cooperative group in the teaching and learning process.

In addition, cooperative structure can enhance many familiar English learning activities which encourage all students to be more actively involved as well as improve their reading comprehension. There are some activities in cooperative learning that can be conducted in the classroom. Each of the activities explained as follows:

1) Pair Read

The purpose of this activity is to increase students' reading comprehension by using shared reading. Students are group in pairs then silently read a paragraph or each section. After that, in pairs take turns describing the content to their partner. When each pair finishes they can discuss the entire passage. After that, teacher can asks question to each groups in the class.

2) Think-pair-share

This type of cooperative learning involves a three-steps-cooperative structure. During the first step individuals think silently about a question posed by the teacher. Then, individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire groups.

3) Numbered Heads Together

A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. The teacher calls out a number (two) and each two is asked to give the answer.

4) Round Table Brain Storming

In this activity, the class is divided into small group (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After "think time", members of the team share responses with one another round robin single. The recorder writes

down the answers of the group members. The person next to the recorder starts and each person in the group in order give an answer until time is called.

5) Group Discussion and Quizzes

The students work together to learn and are responsible for their teammates learning as well as their own. It emphasizes having team goals and success dependent on the learning of all group members. The teacher begins by presenting the lesson to the students for one or two periods of instruction keeping the focus of the lesson directly linked to group assignments and individual quizzes.

Based on the explanation above, it can be concluded that a teacher who uses cooperative learning has a number of responsibilities such as planning the lesson, activities, and evaluation, grouping students, arranging physical placements of students, monitoring group activities and helping when necessary. Besides, students also have responsibilities to get activity involved in the learning activities, give positive contributions to the success of their group, and help each other to reach the learning goals. However, the implementation of those activities is not always same in all learning process and it tends to be flexible. It means that the activities can be suited with certain material or purpose of learning.

B. Conceptual Framework

Reading is one of the important skills that should be acquired by students. Ideally, in the teaching and learning process of reading, the students should be given interactive atmosphere when they are reading. The teacher should make an enjoyable atmosphere during the reading class so that the students will not feel bored and attracted with the reading class. By creating a good atmosphere in the reading class, it will help the students in understanding the texts so that it will enhance their knowledge.

Based on the preliminary class observation in Class VIIIG of SMPN 1 Sewon, I found some problems in the teaching and learning process of reading. The main problem which is occurred in the class is the low level of the students' reading comprehension. One of the factors which caused the students feel difficult in understanding the reading text was the activities implemented during the teaching and learning process. The English teacher still depended on the use of course book which contained monotonous activities. This situation led the interaction tends to be teacher-centered during the reading class. The English teacher did not use techniques that might enable the students to improve their reading skill as well as engage them with the lesson. There were no interesting activities during the English teaching and learning process and most of the activities were reading texts aloud and translation practice on the students' course book. This problem gave negative impacts for on development of their reading skills.

Cooperative learning is used since the teacher seldom puts her students in some groups during the teaching and learning process. By implementing cooperative learning in the teaching and learning process of reading, it is believed that students' reading comprehension will improve. The students will enjoy learning together as their learning can be facilitated through working in a team. By working together, it is not only reading skills that can be improved, but also it will simultaneously give a positive impact to the students' vocabulary, self-esteem, pronunciation etc. Having a partner to work with will help the students learn the materials.

Cooperative learning maximizes the opportunities for students to help, support, encourage and praise each other. The interaction in cooperative learning helps students to promote problem-solving skills, teaching one's knowledge to other, checking for understanding, discussing concepts being learned and connecting present with past learning when they read the text. For example, students will share ideas and experience about certain knowledge to the other students, exchange thoughts and opinion about a certain topic in the texts, and maximize their own and each others' learning, such as, share the strategy they used in understanding texts that later will promote students' reading comprehension. Some techniques in cooperative learning like pair reading, group discussion, numbered heads together, round table brainstorming, and think-pair-share are methods that can improve students' reading comprehension.

In cooperative learning, students are not only taught about the cognitive aspect but also the affective aspect which they do not usually find in solitary

reading activity. The concept of cooperative learning is giving priority to the students' involvement and cooperation. It will give benefits for the students to improve their learning motivation, independence, and social skills. The high motivation from the students can influence students' reading performance and comprehension. Therefore, cooperative learning can be an appropriate strategy to improve students' reading comprehension. Besides that, cooperative learning also helps the teacher to create an enjoyable learning atmosphere which can maximize the effectiveness of teaching and learning process of reading and decrease the teacher-dependence during the lesson, since students are grouped into heterogeneous achievers to increase the involvement among team members.

As students' reading comprehension is very important for junior high school students, the collaborative work among related research team members, such as I myself, the English teacher and students by using action research to increase reading comprehension is then necessary. This study needs to be done in order to improve students' reading comprehension in SMP N 1 Sewon.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This study is categorized as action research because it tries to solve the problems found in the teaching and learning process of reading based on the preliminary observations and interviews. Burns (1999:10) writes that action research is the application of a fact finding to practical problem solving in a social situation with view to improve the quality of action within it, involving the collaboration of all research team members.

This study was conducted in VIII G class of SMP N 1 Sewon. This action research was conducted through collaborative work among research team members. The study was conducted collaboratively with the English teacher, I myself, and the students of VIII G class of SMP N 1 Sewon.

B. Setting of the Research

This action research was conducted in VIII G class of SMP N 1 Sewon in the academic year of 2012/2013. This school is a state school in Jalan Parangtritis km 7 Yogyakarta.

The teaching and learning activities in SMP N 1 Sewon are generally grouped into intra-curricular and extra-curricular. Intra curricular activities are the realization of school curriculum program that starts from 07.00 a.m. to 12.45 p.m. Extra-curricular activities are teaching learning activities outside the curriculum to increase students' skill, such as, Pramuka.

In the classroom there are white board and an attendance board. Behind the class room, the organization chart of the class and the schedules for cleaning the class hang on the wall. In the middle up of the class, there is a fan, 14 tables and 26 chairs. Related to the curriculum, this school uses School-Based Curriculum (SBC) that implemented in the learning process. There are four English teachers and they use English course books from the government, English in Focus for Grade VIII, and LKS.

C. Subjects of the Research

The subjects of the research were the students of VIII G class of SMP N 1 Sewon. I chose this class as the subjects of the study based on the discussion between me and the English teacher. It was conducted collaboratively by all research team members. This study involved me, the English teacher, and the students of VIII G class of SMP N 1 Sewon.

D. Time of the Research

The study was conducted in the first semester of the academic year of 2012/ 2013. Then, the action was conducted from November to December 2012. I carried out the actions based on the school schedule, especially the English schedule of VIII G class of SMP N 1 Sewon. The researcher carried out the actions based on the school schedule. The schedules of English Lesson in VIII G class SMP 1 Sewon were on Wednesday on 08.20 – 09. 40 and Thursday at 10.00 – 11.20.

E. Instruments of the Research

The data were qualitative in nature. The data were obtained by interviewing the students, doing observation during the teaching and learning process, and holding discussion with the students, the collaborators, and the English teacher. The data were in the form of field notes and interview transcripts. The instruments for collecting the data were a digital camera, observation guide, and interviews guide.

The observation guide was used to note what happened in the classroom. It was used in the reconnaissance, action and observation steps. In the reconnaissance step, the observation guide was used to find out the problems faced by the teacher in the reading class. In the action and observation steps, the observation guide was used to see the implementation of the actions and the successes of the research.

The interview guide was used to get data related to the English teacher's and students' feelings about the implementation of the actions. In the reconnaissance step, the interview guide was used to find out the problems faced by the teacher and students. The interview guide was used to interview the teacher focuses on the teacher's perception toward students' reading ability, the students' involvement during the lesson, the techniques, the materials, the teaching media and the activities. The interview was guide used to interview the students covers the students' perception toward the English lesson, the difficulties in learning English, the techniques, the materials, the teaching media and the activities. In the reflection steps, the interview guide was used to see the students' and teacher's

responses to the actions, for example, the students' opinion about the actions, the improvement of the students' reading ability and the difficulties during the activities of the actions, teacher's opinion about the actions, the condition of the teaching and learning process, and the students' involvement during the teaching and learning process.

F. Techniques of Data Collection

The data were qualitative in nature. The data collected were aimed at describing the changes after the action. To get those data, the following data techniques were employed:

a. Observation

The observation was used to find out what happened in the classroom when the action was implemented. It was also used to document and reflect systematically upon classroom interaction and events. In this case, the observation was reported in the form of vignette. It described what happened in the classroom. The description was the implementation of using cooperative learning to improve students' reading comprehension ability. The observation was also done by the English teacher as the collaborator.

b. Interview

An interview was held to get the data about the students' behavior and opinions while and after the teaching and learning process. The interview was planned but unstructured. It means that the questions were planned, but the teacher and the students might answer the questions whatever related to their opinions and suggestions about the teaching and learning process of reading by

using cooperative learning. The English teacher and some students of the VIII G class in SMP N 1 Sewon were interviewed after the action was implemented.

G. Procedure of the Research

To conduct this action research, I follow the action research steps suggested by Kemmis and McTaggart (1998) in Burns (1999:32-33). The action research model can be seen below:

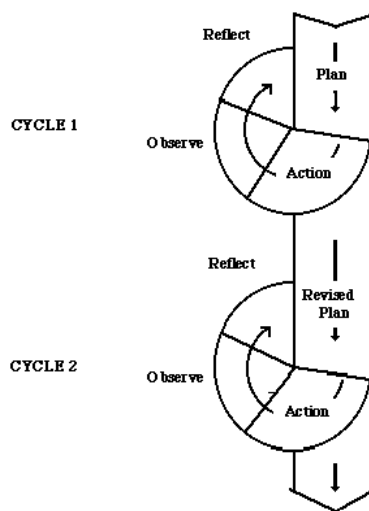


Figure 2: Action research model by Kemmis and McTaggart (2000:595)

1) Reconnaissance

To explore and find out the information about the real situation of the teaching and learning process the researcher did reconnaissance process on November 7th, 2012. In the reconnaissance steps, some activities were conducted: Observing the teaching and learning process, conducting an interview with some students of class VIII G of SMP N 1 Sewon and the English teacher, and holding discussions with the school principal and collaborators.

Based on the observations, the interviews, and the discussions, the existing problems were classified. They are problems related to the teaching techniques of the teacher, the activities of the teaching and learning process; and the material given during the teaching and learning process.

2) Planning

Together with the collaborator, the English teacher, and the school principle, the researcher made some plans to be implemented in the action research. In this step, some techniques considered suitable were selected to improve students' reading skill. The actions planned to be carried out includes implementing cooperative learning, implementing various interesting reading activities, giving interesting media and handout for the students, giving reward to the students and to the group.

3) Action and observation

The action plans agreed by the involved members of the research were implemented. They were implemented in two cycles. Each cycle was done in three meetings. The meetings were held every Wednesday on 08.20 – 09. 40 and Thursday at 10.00 – 11.20 WIB. Together with the English teacher and the collaborator, the researcher observed and recorded the students' reactions during the activities and did the interview with some students of VIII G class of SMP 1 Sewon after the English lesson. Based on the observation, field notes, and interviews, the involved members discussed the implemented actions and analyzed

the result. The result of the discussion was used as an evaluation that would be used to improve the next actions.

4) Reflection

The reflection was done every time after the implementation of the actions. All involved members in the research made the reflection. Each member contributed to the reflection on the taken actions. The successful actions were continued in the next teaching and learning process but the unsuccessful actions were modified into the ones that were more suitable.

H. The Techniques of Data Analysis

The data collected are in the forms of qualitative. The qualitative data were analyzed in four steps. Based on the explanation of Miles and Huberman (1994), qualitative data analysis can be done through some steps. They are data collection, data reduction, data display, and conclusions (drawing and verifying). The first step was by collecting all the data such as the interview transcripts and vignettes. The second step was data reduction. In this step, I selected limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and vignettes. The next step was data display. The data which had been reduced were then organized and compressed. The data display of this research was in the form of text, vignettes, and interview transcripts. Then, the last step was making conclusion (drawing and verification). The conclusion was gained based on the results of the students' reading performances, vignettes,

and interview transcript. In making conclusion, the collaborators and I worked collaboratively to obtain the valid findings.

I. Validity and Reliability of the Research

To fulfill the validity of the research, five criteria proposed by Anderson in Burns (1999:61) namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity were applied.

1. The democratic validity is related to the participants' opportunity to give their personal opinion, ideas, and comments about the implication of the action research. The democratic validity was fulfilled by having discussions with the research team member. During the discussion they were given abundant chances to give ideas, comments, and suggestion toward the research. The first discussion was held on November 7th, 2012 to plan the action. During the research, some discussions were held to discuss the progress of the research. In the end of every meeting, the English teacher, the collaborators and the researcher had a discussion to reflect the actions of that day. In the end of every cycle, a discussion was held to evaluate the actions that had been implemented and to plan the actions in the next cycle. The discussions were held on November 21th, 2012.
2. The outcome validity is related to notions of actions leading to outcomes that are successful within the research context. To fulfill the outcome validity, some indicators that show improvement of the students' reading skill were formulated together. The indicators are as follows:

- a. The students would read the English text and answer comprehension questions;
 - b. The teacher would focus on the teaching of reading with the use of cooperative learning;
 - c. The students would enjoy the classroom activities;
 - d. There would be interesting media in the teaching and learning process; and
 - e. The students would be active during the English teaching and learning process.
3. The process validity is related to the criterion to make the action research believable. The process validity was fulfilled by reflecting on the data collection and modifying the strategies to answer the question occurred during the process. To fulfill the process validity, the data were examined and identified whether the participants were able to go on learning.
 4. The catalytic validity is related to the response of the stakeholders towards the changes occurring during the actions. To establish the catalytic validity, the understanding about the social realities of the context was deepened. Despite the interaction as the main problem, there was another problem. Some of the students did not have enough motivation to join the class activities. The involved members agreed to solve the problem by giving the reward for the active students and the best group.

5. The dialogic validity is the process of peer review that is commonly used in the academic research. This validity was fulfilled by discussing the research finding with collaborators and some students of English Education Department of UNY. The members of the discussion gave their opinion and their criticisms about the research report. Most of them were also research practitioners who gave their opinion and their critics about the research report. The discussion was held on Desember 6th, 2010.

To obtain trustworthiness, I would use a triangulation technique. There are four forms of triangulations that used by the researcher (Burns, 1999:164)

- 1) Time Triangulation

The data would be collected at one point in time or in over period of time to get a set sense of what are involved in the process. In this study, the data were collected from November to December 2012. During that period of time, I would conduct my research in implementing cooperative learning to improve students' reading comprehension.

- 2) Investigator triangulation

More than one observer was involved in the same research setting to avoid the observer being biased and to provide checks on the reliability of the observations. In this study, there were two observers in this study, i.e. the English teacher as collaborator and I myself as teacher researcher.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATION

This chapter presents the process of the research, its findings and interpretation. There are two sections in this chapter. The first section presents the reconnaissance steps. The second one reports the results of the action research cycles: plans, actions, observation and reflections. To clarify the problems in the field, the researcher did some activities. The activities were: the first one was conducting an observation on November 7th, 2012 in teaching and learning process and the second one was interviewing the teacher and the students of grade VIII G of SMP N 1 Sewon.

As stated in the previous chapter, the research method used in this study was action research, with the following framework: determining the thematic concern of the reconnaissance, planning, acting, observing, and reflecting. In the reconnaissance step, I identified the field problems concerning the teaching and learning process of reading. On November 7th, 2012, I did a class observation and interviewed VIII G students of SMP N 1 Sewon. I also had discussion with the English teacher of SMP N 1 Sewon about the problems that occurred in the class. After finding the general problems, the English teacher and I decided to solve the field problem concerning the improvement of reading comprehension in the reading teaching and learning process. Then, the English teacher and I planned some actions that would be implemented to solve the field problem using cooperative learning. After that, I moved on to the next level, which were doing actions and observing. The planned actions were implemented and observed to

evaluate whether the use of cooperative learning effective or not to improve students' reading comprehension of the VIII G students of SMP N 1 Sewon. The final step was reflection of the actions done before to make better improvement in the next cycle. Below were the steps of this action research study that I conducted in the VIII G of SMP N 1 Sewon.

A. Reconnaissance

On November 7th, 2012, I did a class observation to find the problems concerning the English teaching and learning process of class VIII G of SMP N 1 Sewon. In this step, I also interviewed the English teacher, and the students to get some input related to the English teaching and learning process.

1. Identification of the Field Problems

After doing the class observation and the interview, the English teacher and I identified the problems related to the English teaching and learning process in VIII G of SMPN 1 Sewon. Based on these results, there were several problems found during the teaching and learning process. Table 1 showsthat some problems concerning the teaching and learning process of English of Grade VIII G of SMPN 1 Sewon were related to the teacher, the students, the teaching materials, and the teaching method. The problems are presented in the following table.

Table 1: Field problems in the English teaching and learning process in VIII G of SMP N 1 Sewon

No	Field Problems	Code
1.	The students were not interested in the material given by the English teacher.	S
2.	The teacher could not create interesting reading activities.	T
3.	The students got bored with the classroom activities.	S
4.	The students lacked vocabulary mastery in understanding texts.	S
5.	The students were passive during the English teaching and learning process.	S
6.	The teaching and learning process focused on the teacher	T
7.	The teacher mostly focused the class on the testing activity.	T
8.	The teacher did not use any interesting media to engage students with the lesson.	M
9.	The teacher did not give interesting materials.	T
10.	The materials were mostly taken from text books and LKS.	M
11.	The teacher only focused on translating when she taught reading to the students.	T
12.	There was a lack of variation of the teaching technique in reading.	Mt

Note

S: Students

LM: Learning Material

T: Teacher

Mt: Method

2. Identification of Field Problems to be Solved

As stated in the beginning of Chapter I, the researcher only focused the study on improving students' reading comprehension by using cooperative learning in the reading teaching and learning process. Therefore, the students could enjoy the teaching and learning process. Then, it could make the students comprehend reading texts easily. Because of this, the research team members decided to overcome the field problems based on the urgency level and feasibility to solve.

Table 2: The field problems that would be solved are presented in the following table.

No	Field Problems	CODE
1.	The students were passive during the English teaching and learning process	S
2.	The students got bored with the classroom activities.	S
3.	The teacher rare to use interesting media to engage students with the lesson.	M
4.	The teacher mostly focused the class on the testing activity.	T

After determining the field problems that would be solved, the English teacher and I analyzed the problems to find the main causes. This step was needed to recognize the obstacles and weakness in relation to the field problems found.

Table3: Field Problems and Causes

No	Field Problems	Causes
1.	The students were passive during the English teaching and learning process.	The teacher very rarely gave motivation and reward. The teacher did not give students the opportunity to involve more in the teaching and learning process. It was because most of the activities at class were conducted individually.
2.	The students got bored with the classroom activities.	The teaching and learning activities in the reading class were monotonous. The activities mostly were reading aloud, answering reading comprehension and translating the text.
3.	The teacher rare to use interesting media to engage students with the lesson.	The teacher only focused on the need of finishing the materials from the textbook.
4.	The teacher mostly focused the class on the testing activity.	The teacher did not try to make the students interested with the lesson.

After the problems were identified and documented, the English teacher and I made some plans to the possible actions to solve the field problems. The actions are presented in the following table.

Table 4: Field Problems, Main Causes, and Actions

No.	Field Problems	Causes	Action
1.	The students were passive during the English teaching and learning process.	The teacher very rarely gave motivation and reward. The teacher did not give students the opportunity to involve more in the teaching and learning process. It was because most of the activities at class were conducted individually.	Applying Cooperative learning methods and reward for the students
2.	The students got bored with the classroom activities.	The teaching and learning activities in the reading class were monotonous. The activities mostly were reading aloud, answers reading comprehension, translating the text.	
3.	The teacher rare to use interesting media to engage students with the lesson.	The teacher only focused on the need of finishing the materials from the textbook. The teacher did not try to make the students interested with the lesson.	Using pictures, series of pictures and various reading activities to attract the students' attention.
4.	The teacher mostly focused the class on the testing activity.		Giving the students handout to help them in understanding the material.

To solve problems 1 and 2, I used cooperative learning methods. It was aimed at facilitating the students learn English in an interactive experience. They would read a text which could be done individually, in pairs, and the whole group member together. By working closely together, the students would promote each

other's success through explanations, teaching, checking for understanding, discussions, connecting old and new learning. I would implement some cooperative learning methods such as pair reading, group discussion followed by individual quiz, round table brainstorming and numbered head together. I also gave reward for the best group. By stimulating them with reward, it could motivate them to do their best.

Besides, I could implement many reading activities not just gave students testing and translating. I used various and interesting reading tasks to assess the students' reading comprehension ability. I needed to design the tasks which were not in the form of question only. By using the interesting reading task the students would enjoy doing the task. There, students found that the activities in the task promoted them to be active learners. They were stimulated to think, cooperate with others and participate actively in the process of teaching and learning of reading.

To solve problem 3, I used interesting media to attract the students' with the lesson. Since the teacher only focused on the need of finishing the materials from the textbook, the teacher did not try to make the students interested with the lesson. I used picture that related to the text, series of pictures and jumbled sentences to attract the students with the lesson.

To solve problem 4, I used handout to help the students understand the material. I made handout about the materials for the students that can be taken from internet or books. In taking the texts, I chose the appropriate materials such as reading texts that were relevant to the students of junior high schools,

especially for the students of grade VIII G SMPN 1 Sewon. The reason was helping them understand the lesson and catching their attention so that they were interested in the materials. Before doing the actions, I made lesson plans of the actions and discussed the lesson plans and the material with their English teacher.

B. The Implementation of Cycle I

1. Planning

Considering the problems identified above, some efforts were planned to solve them. The efforts were focused on improving the students' reading comprehension through cooperative learning. Based on the results of the discussion with the collaborators in a democratic and dialogic atmosphere on October 13, 2012, the action plans of the first Cycle that would be performed are presented below.

a. Applying cooperative learning methods

Pair read and group work would be applied during Cycle I. The students would be encouraged to work in pairs and groups to finish the tasks given. I would group the students so that each group consisted of various students in term of their English proficiency. They would work together to read a text and share their reading with their partner. Then, they answered some questions related to the text. Besides, they would also read the text together, share their knowledge or ask any questions related to the text with their team member and make sure all of the team members understand the text. After that, I would give a quiz to all of the students individually. The individual score would contribute to the group score.

b. Giving interesting media and various reading tasks to the students

I would give several interesting media to the students. It would be given during the teaching and learning process. I would give the students pictures which related to the text and series of pictures. I also would give the students reading tasks to improve students' vocabulary mastery, grammar knowledge, and students' reading comprehension.

c. Giving handouts of the materials

Each student would get a handout during the English classroom to help his or her learning. The handout would be distributed whenever they learnt new materials. It would consist of the explanation of materials and tasks.

2. Action and Observation in Cycle 1

The implementation of the actions in the first cycle was done in three meetings. The first meeting was conducted on Thursday, November 8, 2012, and the second was on Wednesday, November 14, 2012, and the third meeting was on November 21, 2012. The researcher acted as the teacher and the English teacher became the observer. The complete description is provided below.

a. Applying cooperative learning methods

During Cycle I, cooperative learning was used in every meeting. It was done first in pairs and then continued in groups. First the students did pair reading. The students read a text together in pairs and shared their reading with their partner. They worked in pairs to answer some questions about the text.

The students were also asked to form groups of four. These groups were mixed heterogeneously in terms of gender and students performance. The arrangement of small heterogeneous groups encouraged students to help, share, and support each other's learning.

The group did some tasks which needed cooperation such as worked together to rearrange jumbled pictures. They arranged the jumbled pictures into the correct chronological order. Afterwards, they were asked to discuss with their partners about connecting words which was become the characteristic of recount text. The group did the same thing when they were asked to rearrange jumbled sentences. The students worked together to make a good paragraph of recount text. These activities were aimed at maintaining good working relationships among members and helped the students to share one's knowledge to others. In general, the students were excited and enthusiastic in doing group works. They were happy by having partners to work together with since the tasks were easy to be completed.

The other activity was group discussion. The implementation of this activity was aimed at building the students' reading skills by sharing the reading strategies and knowledge to others to comprehend the text. This activity was also to motivate students to work together as a team. There were six groups that consisted of four students. All groups were given texts which had to be completed and comprehended. When all the members of the group were sure that all the member of the group understands the content of the text, they were given an individual quiz. The quiz itself was in the form of essay questions. The students

should answer the quiz alone without the help from the other team mates. This is to ensure the individual accountability of each student.

During this activity, the students were very enthusiastic because it was something new for them. As I mentioned in the field problems, the teaching and learning activities of reading were monotonous. The students usually were asked to read aloud the text, to translate the text and then answer the questions. Consequently, they did not enjoy reading. By implementing this activity, most of the students liked it. It is as reflected in the interview below:

R: *Tadi menurut Kina gimana pelajarannya?* (Kina, what do you think about the lesson?)

S: *Nyenengin, soalnya ada permainannya.* (**That was fun**, there was a game)

R: *Bagianmana yang nyeneginnya tadi pas pelajaran?* (Which parts of the lesson that you like the most?)

S: *Kuis.* (the quiz)

(Interview Transcript 3)

R: *Gimana tadi pelajarannya?* (What do you think about the lesson?)

S: *Enak. Nyenengin.* (It was good. **It was fun.**)

R: *Ok, kalo soal bekerja dalam kelompoknya gimana tadi?* (Ok, what about working in group?)

S: *Bagus owk.* (Good)

R: *Apa bisa mengorganisasi kelompoknya?* (Can you organize your group?)

S: *Bisa.* (Yes, I can)

(Interview Transcript 4)

To give the clear description of how cooperative learning was implemented in the class, the following vignette gives the example a clear process in the Cycle I.

Vignette 3**Meeting 2****November 14th, 2012****Time: 8:20 to 9:40**

He entered the class at 8 25. One of the students led the greeting, "*stand up please! Good morning sir!*" The teacher replied, "*Good morning class, how are you? I'm fine and you?*" He replied, "*I'm great?!*" "Is there anyone absent today?" "No..Nggak ada pak" they replied. He asked what they had learned in the last meeting to refresh their memories. Some students answered recount text. He asked again, "*What about the other characteristics of recount text?*" "Apa cirri lainnya?" Some students answered "*kata kerja bentuk dua*". "*Good.*"

He asked the students to come back to the previous group. He handed out envelopes containing series of images. Students worked in groups and seemed enthusiastic to do the work. The class was a little bit crowded. The students worked together to make the correct arrangement of the pictures. He moved around the class to help the group if there were any difficulties. He answered some questions from the students. When the students finished rearranging the pictures, He asked the representative group moved forward to stick out the pictures. The students looked very enthusiastic. They came forward and put a sequence of images on the white board. "*Is this the correct sequence of the events?*" "*apa ini urutanya sudah benar?*" I asked the students. "*if you are unsure with the sequence of images, you can revise it.. Come on*". Some students came forward and revised the sequence of pictures. "*Are you sure??*" "*Sure sir!!*" He moved forward and corrected the sequence of events of pictures. The students smiled and realized their mistakes. "*Now please take a look at the last exercise, Look at the bold words!*" He asked the students to pay attention in the bold words, He asked the students to identify what words are in bold. Some students mentioned some connecting words. He explained the students connecting words and conjunction as markers of recount text to show the sequence of events. He asked the students to give the other examples of connecting words. He added some connecting words as markers in recount text.

He distributed task to the group in the form of completing the paragraph with the suitable connecting words. Students worked in groups. After that, he asked the students to present their answers. The representatives of each group read the result of the group discussion. He discussed the students' answers. After that, he asked the students to read the text once more. He told them that there would be a quiz related to the text. He explained that the score of each member of the team would contribute to the group score by the end of the lesson. The group with the highest score would get a reward. So the students read the text together. Since He only gave one copy of reading text for each group, the students had to take turns or move

around to read the text. But after all, the students try their best in understanding the text. The class little bit crowded since the students tried to share and discussed their reading to other member of the group. After all the groups ready for the quiz, He gave the quiz sheets to each group member to check the individual comprehension about text they have discussed. The students did the quiz individually. Some students tried to cheat by asking their team mate about the answer of the quiz. He warned the students who wanted to cheat. But in general, most of the students did the quiz seriously. After they finished, he asked the students to exchange their work to the other groups. He asked the students to read their answers. He pointed the students randomly to present quiz answers. After that, the teacher discussed the quiz together. He calculated the score of individual quiz and announced the group which got the highest score.

At the end of the lesson, He asked” what have you learned from today’s discussions?” “Recount text”. He emphasized once more about connecting words used in the recount text. The activity was ended by thanking and said goodbye to the students “*See you next week, class. WassalamualikumWr. Wb.*”

(Vignette Meeting 2, November 14th, 2012)

From the vignette above, the components of cooperative learning can be found. There are five components of cooperative learning which can be seen in the vignette.

(1) Positive Interdependence

The group work allowed the students to cooperate other members to work together to accomplish shared goals. Each student sought outcomes that were both beneficial to themselves and the group members. By doing activity like reading a text together followed by individual quiz, the students were stimulated to help the other team mate in comprehending the text. This created a “sink or swim” mentality where the success of the group was depending on the success of all of the group members. By giving the appreciation for the group and the individual, the students were encouraged to do their best for the sake of their own and for their group.

The following vignette describes the condition of the class when they have to discuss the text.

He asked the students to read the text once more. He told them that there would be a quiz related to the text. He explained that the score of each member of the team would contribute to the group score by the end of the lesson. The group with the highest score would get a reward. So the students read the text together. Since He only gave one copy of reading text for each group, the students had to take turns or move around to read the text. But after all, the students try their best in understanding the text. The class little bit crowded since the students tried to share and discussed their reading to other member of the group. After all the groups ready for the quiz, He gave the quiz sheets to each group member to check the individual comprehension about text they have discussed. The students did the quiz individually. Some students tried to cheat by asking their team mate about the answer of the quiz. He warned the students who wanted to cheat. But in general, most of the students did the quiz seriously.

(Vignette Meeting 2, November 14th, 2012)

(2) Individual Accountability

Individual accountability could be achieved through the use of individual assessment which was then used to determine the success level of the group as a whole. By keeping the group in the small size, I could assess the contribution of each individual to the group, who needed more help, redundancy among members' efforts and identified unique contributions of each group member. To ensure the individual accountability, I gave the students individual tests like quiz where they cannot seek help from others. By giving the students individual test, they could measure their own learning after having discussion with the group.

(3) Face-to-face interaction

The face-to-face interaction happened when the students were asked to work in group. The interaction among the students encouraged them to help, share, and support each other's learning. By working closely together, students could promote each other's success through explanations, teaching, checking for understanding, discussions, connecting old and new learning. It could be seen when the students doing some activities in the class. For example when the groups were asked to rearranged the series of pictures and identified the connecting words. The students worked together by sharing their knowledge to the other and helped each other in accomplishing the task. The situation that indicates the face-to-face interaction can be seen in the vignette below.

He handed out envelopes containing series of images. Students worked in groups and seemed enthusiastic to do the work. The class was a little bit crowded. The students worked together to make the correct arrangement of the pictures. He moved around the class to help the group if there were any difficulties. He answered some questions from the students. When the students finished rearranging the pictures, He asked the representative group moved forward to stick out the pictures. The students looked very enthusiastic. They came forward and put a sequence of images on the white board. *"Is this the correct sequence of the events?" "apa ini urutanya sudah benar?"* He asked the students. *"if you are unsure with the sequence of images, you can revise it.. come on"*. Some students came forward and revised the sequence of pictures. *"Are you sure??" "Sure sir!!"* He moved forward and corrected the sequence of events of pictures. The students smiled and realized their mistakes. *"Now please take a look at the last exercise, Look at the bold words!"*

(Vignette Meeting 2, November 14th, 2012)

(4) Social skills

The social skills dealt with the interpersonal skills of an individual to be active listening, staying on task, asking questions, conflict management and resolution. By working in a small heterogeneous group, an individual had to work together as a team and used those skills to deal with the whole member of the group to achieve the goal. Some students showed good social skills during the Cycle I. They were willing to stick together to finished the task and dared to ask questions to the teacher researcher.

(5) Group processing

The group processing took place on two levels, in small groups and the whole class. In the small group processing, the students dealt with how effective the members worked together. In general the groups worked cooperatively. Each member of the group helped the other to focus on maintaining good working relationships among members. By giving them appreciation like announcing the best group in each meeting, it reinforced positive behaviors for the students towards reading. While processing at the class level, I observed groups, analyzed some problems that the group faced and then provided feedback to the whole class at the end of the lesson.

Besides having the strengths, there were some weaknesses in implementing the cooperative learning. Some students in some groups did not read the text and played with the other students. In addition, according to the students I talked too fast, so the students were not able to catch my

explanation. It made them difficult to understand my instruction so that I had to translate my instruction into Bahasa Indonesia. This problem can be seen in the following interview transcript with the student.

R: *Nah, kalo soal kelompok itu gimana? Kalian menghadapi masalah nggak?* (Nah, what about the group? Did you find any problems?)
 S1, S2, S3: *ya iya,,* (Yes....)
 S1: *misalnya itu pas baca bareng..ada cowok yang gak mau baca..*(For example **there was a boy who did not want to read.**)
 S2: *iya ini kasian ada Alvin.* (Yes, What a pity. In her group there was Alvin.)
 S1: *Jik mending kowe lah..* (Lucky you.)
 S2: *Alvin nggak mau kerja.* (Alvin didn't want to work)

(Interview Transcript 5)

R: *Menurut kamu gimana tadi pelajarannya? Ada kekurangannya gak tadi?* (What do you think about the lesson?)
 S: *Gak enaknye itu ngomongnya terlalu cepet. Jadi suka nggak jelas.*
 (**The way howyou talk was too fast. So, that was not clear.**)

(Interview Transcript 6)

b. Giving interesting media and various reading tasks to the students

I gave several interesting media to the students in the forms of pictures and series of pictures. I used pictures to help the students in bringing their background knowledge to the text. I chose some pictures which were relevant with the topic. Since the topic was about their experience during holiday, I used some pictures related to the tourist objects that they used to visit like Parangtritis, Prambanan, Borobudur, etc. By showing the pictures, the students' attention toward the lesson increased. The vignette below shows the students' condition when I used this media.

The other students kept silent and no one wanted to share the experience. So, he gave them some examples to help them think. He gave the students clues by showing pictures they usually visited while on holiday. He showed pictures of Prambanan temple, Borobudur temple, Parangtritis Beach, Gedung Sate and Mount Bromo. He asked the students about the pictures that were shown to them. Students were getting a little bit excited. "Do you know what is this?" "Prambanan sir!". He showed another picture "Good, and this?" "Gunung Bromo mas" and the other students began to say something about the pictures.

(Vignette Meeting 1, November 8th, 2012)

In Cycle I, I also used series of pictures to encourage and facilitate students in understanding the lesson. The students learned the connecting words and the sequences of events of recount text with the use of series of pictures. They also learned how the story of recount text is organized.

The series of pictures was also aimed at promoting the students to work in groups. These series of pictures should be arranged with the help of the team mate. The students should work together to rearrange the pictures into correct chronological order. They shared their ideas and opinion about how to put the pictures into a correct order. The interaction in the group trained them in how to use the social skills to finish the task.

I started the activity by showing series of pictures of events. The students' task was rearranging the pictures into the correct chronological order. After that, they should select the suitable connecting words used to make those series of picture link together with the help of the group. When all of the groups had finished rearranging the pictures, they had to present them to their classmates in front of the class. Below is the example of series of pictures used in the Cycle I (Figure 3).



Figure 3: Series of picture used in Cycle I

In Cycle I, I also used various reading tasks. I used jumbled sentences to make the students understand the sequences of events in the recount text. Before reading the recount text, the students were asked to arrange jumbled sentences about an event into a good paragraph in group. After they finished discussing the task face to face with their group, they were asked to present their discussion in the front of the class. After that, they were asked to comprehend that text and answered some questions. I also used “fill in the blank”. The students enjoyed the class because the teaching learning process was fun. It can be reflected through this vignette below.

He handed out envelopes containing series of images. Students worked in groups and seemed enthusiastic to do the work. The class was a little bit crowded. When the students finished rearranging the pictures, he asked the representative group to move forward to stick out the pictures. The students looked very enthusiastic. They came forward and put a sequence of images on the white board. “*Is this the correct sequence of the events?*” “*apainiurutanyasudahbenar?*” He asked the students. “*if you are unsure with the sequence of images, you can revise it.. come on*”. Some students came forward and revised the sequence of pictures. “*Are you sure??*” “*Sure sir!!*”

(Vignette meeting 3, November 14th, 2012)

c. Giving a handout of the materials

Before I taught the class, the students had to take the English book from the teacher in the English teacher desk. When the students wanted to use it, they had to turn it back after the class finished. It gave them a little chance to learn the materials again. Because the teacher mostly explained the material on the white board, the students spent more time in copying them in their book. So, I gave all students handout when they faced new materials. The handouts were given before the lesson started. It helped them learn the materials given and saved the time for writing. The following interview transcript describes the students' feeling towards the use of handout during the teaching and learning process.

R: *Handout atau materi yang diberikan membantu gak dalam belajar kalian?* (Does the handout or the material help you to understand the lessons?)

S: *Ya. Kalo biasanya kan banyak nyatet, jadi banyak kehabisan waktu buat nyatet penjelasan yang dipapan tulis.* (Yes it does. **I used to write a lot and ran out of time to write all the explanation in the whiteboard.**)

(Interview Transcript 7)

R: *Kalo dengan penggunaan handout itu membantu gak?* (Does the use of handout help you learn the materials?)

S1: *Ya membantu lah,mas.* (yes, it does.)

S2: *Jadi lebih paham.* (**I can understand more.**).

(Interview transcript 8)

3. Reflection

After conducting the actions in Cycle I, the collaborators and I conducted a discussion to make some reflections. It was to fulfill the democratic validity and the dialogic validity as mentioned in Chapter III. In the discussion, we analyzed the data from the observations and the interview transcripts to evaluate the action conducted. Everyone was free to express their opinions, feelings, and suggestions related to the implemented actions. The following were the results of the reflection.

a. Applying cooperative learning methods

Pair works and group works were used during Cycle I. Generally, the students could improve their involvement in teaching and learning process. These activities helped them understand the materials given since they could share what they knew to all members in their group. Working in a group meant that students had more opportunity to get better understanding in comprehending the text from their friends. The students said that they more motivated joining the activities of learning reading. Besides, the students could minimize the difficulties to answer the tasks and reading comprehension test. Then, the students' motivation in reading English texts was also increased. Based on the interview, students felt more confident in reading the text and answering the questions. The following interview transcript describes the students' feeling:

R: *Mana yang lebih suka, bekerja dalam grup atau sendiri?* (Which one do you like, working in group or individual?)

S1, S2, S3: *Group* (Group)

R: *Kenapa?* (Why?)

S2: *Lebih terbantu mas* (**It's more helpful.**)

R: *Nah, kalo dapet text itu lebih suka membaca sendiri apa ada temanya?* (When you get a text, which one do you like? Reading by yourself or with your friends?)

S1, S3: *Ada temanya* (With friends)

R: *Kenapa?* (Why?)

S1: *Jadi gak grogi mas* (**It makes me less nervous sir**)

(Interview Transcript 9)

In line with the student, the collaborator or the English teacher also gave positive feedback to the teaching and learning process of reading using cooperative learning. The English teacher also said that the cooperative learning helped the students to be confident to speak. The interview below reflects the teacher perspective about the changes of behavior from the students.

R: *Menurut pengamatan ibu, peningkatan apa saja yang paling terlihat pada siswa?* (Based on the observation, what's the most improvement can be seen from the students?)

T: *Peningkatanya? Dalam memahami lumayan sudah, kemudian ini keberaniannya, sudah meningkat. Mbak itu sapaya...Atikah, sudah agak berani untuk mengungkapkan. Padahal biasanya kalau dia mengungkapkan itu kadang pelan sekali tapi sekarang sudah lumayan bagus.* (The improvement? **In comprehending the text, the students are quite improved. Then the confidence, it's improved. Atikah, she is now brave enough to speak. Whereas, usually she speaks very soft, but now is quite good**)

(Interview Transcript 10)

Then, English teacher also found that by conducting cooperative learning, the process of teaching and learning of reading in the class was getting better. This situation led to the improvement towards students' reading comprehension. It can be seen from the students' worked when they answered some questions. The

students began to be able to find the specific information and general information from the text.

The teacher also noted that the arrangement of the group is mixed from heterogeneous proficiency level, so it is good for the students. The following interview transcript describes the improvement during the reading class.

R: *Bagaimana menurut pendapat ibu penggunaan cooperative learning dalam pelajaran reading? Apakah cukup menarik bagi siswa?* (What's your opinion the use of cooperative learning in reading? Is it interesting enough for the students?)

T: *ya ..ha'a cukup menarik sekali ya.. karena tadi pembagian kelompoknya sudah berdasar rangkingya. Jadi tadi bias dilihat dari ekspresi dari siswanya. Dengan tepuk tangan seperti itu. Jadi bagus sekali.* (Yes. it's quite interesting, because the arrangement of the groups is based on the rank. **So, it can be seen from the expressions from the students. They clap their hands. So it's good.**)

R: *Apakah menurut ibu, apakah siswa bias memahami materi dengan jelas dan mudah?* (Based on your opinion, are the students able to understand the material easily and clearly?)

T: *Secara "all" secara umum, itu siswa bias memahami. Karena waktu mas Chandra tanya, siswa juga bisa merespon. Ya secara umum.* (**In general, the students are able to understand. Because when Mas Chandra asks questions, the students can response to it. In general, yes.**)

(Interview Transcript 11)

However, some problems occurred during the implementation of cooperative learning. First, the mastery in reading comprehension of some students was still low. Second, it was related to the group and time management. Lack of group management occurred when students had to read the text. Some were not seriously get involved in the discussion. They joked with other students and did not read the text. It happened because my reading material was not

enough for the whole group. I only gave one copy of reading material for each group. So, the students had to take turns when they read the text. This situation led to the ineffective of group management and time management during the teaching and learning process. Third, it was about the way I gave the explanation to the students. The students thought that when I explained the instruction or the material, my English was too fast for them. It was the first meeting for me so that I felt a little bit nervous. The group management and the teacher's way in explaining should be improved for the next meetings.

b. Giving interesting media and various reading tasks to the students

The students were interested in the material. I chose materials which were relevant with their daily life such as talking about holiday, tourist objects, etc. Then, I used some pictures related to the text. These pictures helped them in bringing their background knowledge to the text. I also used series of pictures and jumbled sentences to attract the students with the lesson in order to promote the group work. These media attracted the students' attention toward the lesson. The use of various and interesting reading tasks also helped the students to improve their vocabulary mastery, grammar knowledge, and students' reading comprehension ability. The students were not lazy and reluctant to do the tasks.

c. Giving a handout of the materials

The handout given to the students helped them in learning the materials. The students did not need to write my explanation since the explanation had been in the handout given. As a result, the students could focus on the teacher's explanation instead of making notes.

C. The Implementation of Cycle II

1. Planning

Based on the reflection of the actions implemented in Cycle I, I found that there were some aspects in Cycle I that needed to be improved. Considering the improvement of reading comprehension ability, I still implemented the same actions in Cycle 2. I decided to implement the same activities and some new actions with the hope that the teaching and learning process would be more enjoyable and the students' reading skills would significantly improve. The action plans of Cycle II reveal the following points.

a. Applying some cooperative learning methods

There were some technical problems during the teaching and learning process in Cycle I that needed to be fixed. I found few students still made a noise and did not want to work with their friends in the same group. So, in the Cycle II, I would change the sitting arrangement of these students so that they would not made noises and would be more concentrated with their own group.

I also would maximize my role as a controller during the group work. I would continue monitoring them and guide them if there were any difficulties during the lesson.

In order to maximize the group process, the group of four was divided into pairs first. After that, this pairs would be asked to complete the task. Then, they would ask to discuss their work together with the whole group. I would like to implement more cooperative learning activity that maximized the role of

individual in the group. To help the students understand my instruction and my explanation, I would speak slowly and clearly.

In addition, there would be round table brainstorming, numbered heads together and group discussion followed by an individual quiz to create a good atmosphere during the teaching and learning process in Cycle II. In round table brainstorming, the students would finish a task related with notice. The students would write what the first thought that come to their mind about a notice in a sheet of paper. After all the students wrote what was on their mind, they discussed their answer with their group and presented it in the front of the class.

The other cooperative learning method would be numbered head together method. The students were asked to discuss with the group to answer some questions. In this activity the students worked in pairs first. Then, after working in pairs, they compared the answers to the group. All students in a group should know the answers of the questions by discussing them as a group. Then, I would ask a certain student to answer a certain question as the representative of each group. The last cooperative learning would be group discussion followed by individual quiz. The score of individual quiz would be added to the group score to determine the best group.

b. Giving interesting media and various reading tasks to the students

As in the Cycle I, I would still use interesting media to the students. It would be given during the teaching and learning process. I would give the students pictures and some origami papers to attract the students' attention with the lesson. I also would give the students reading tasks to improve students'

reading comprehension. The reading tasks would be in the form of matching, true/false questions and essay questions related to the material.

c. Giving handouts of the materials

As found in Cycle I, the handouts were helpful in helping the students to learn. It would consist of the explanation of materials and tasks. I planned to keep providing it until the last meeting.

h. Giving rewards to the best group and best reader

In Cycle II, I planned to give rewards in order that they would be more excited to give the best group and student in the class. It can be seen from the finding of Cycle I that the students were enthusiastic in competing with others and becoming the winner. It was expected that rewards could encourage everybody to be active at the class.

3. Actions and Observations of Cycle II

Cycle II consisted of three meetings. The first meeting was on November 22th, 2010, the second meeting on November 28th, 2010 and the last meeting was on 29th, 2012. As in the previous cycle, the English teacher acted as the observer and I taught the students as usual using planned actions. The implementation of the actions could be seen below.

a. Applying some cooperative learning methods

In Cycle II, I implemented some cooperative learning methods. They were round table brainstorming, numbered heads together and group discussion followed by an individual quiz. When the students conducted round table

brainstorming, the students were divided into groups consisting of four students. They were given a task about a notice. The groups were asked to fill in the web and write what the first thought that came to their mind. After all the students wrote what was on their mind, they discussed their answer with their group. After the group finished their discussion, they were asked to write their discussion in “origami” papers. All the groups were asked to present their discussion in the front of the class. The activity was focused on identifying information and ideas about notice. Then, the students integrated those information and ideas with the help of the group. The following vignette describes the situation in the class during the activity.

He asked the students to sit according to their group and arranged the chairs. He handed out the “origami” papers to the students. Every group got different notices. Every student had to write the result of their brainstorm in the paper then discussed it with their group. At first, they were little bit confused with what they had to do. He explained once more the rule of the activity. When the group finished in brainstorming and discussing, He asked the group to present the results of their discussion in the front of the class. He asked the group to come forward voluntarily. "Come on, please present your discussion in front of the class, is there any group who want to be the first?". Group one stepped forward and told their results. They were followed by the other group who also came forward voluntarily. He asked the students to listen and corrected the presentation of the group. He also asked them to provide feedback on their friends' presentations. After the group presentation was finished, He asked the students to give applause. They looked very excited with the activity.

(Vignette meeting 5, November 28th, 2012)

The next cooperative learning method was numbered heads together. The students were asked to answer all questions about notice in groups. After that, every student in each group had a responsibility to answer certain questions

orally. After the students finished the task, I checked the group's work by calling out the student based on their number (1,2,3 or 4). For example, I called out a student who got number two. Each student who gets number two were asked to stand up and give the answer.

This activity helped the students in understanding the notice since they could ask their friends in the same team if they did not understand. By working together with their friends, it could avoid the confusion among them as they could discuss together. This activity also aims at ensuring the individual accountability. The students, who in Cycle I always made some noise, tried their best to be able to ready and answer the questions when I called them. It can be inferred from the following interview transcript.

R: *Aktifitas apa yang paling kamu sukai?* (What activities do you like the most?)

S: *Aktifitas yang suruh nulis apa yang dipikirin gitu di kertas terus maju kedepan kelas. (The activity that I have to write what I thought then presents it in front of the class.)*

(Interview Transcript 12)

The last cooperative learning activity was group discussion which was followed by an individual quiz. This activity was focused on reading comprehension. Every group that consisted of 4 members comprehended text and answer the questions. All groups comprised heterogeneous students in terms of their English proficiency so that a student who was good in English could help his friends in the same group.

First the groups were asked to read the text in pairs. Then, after pair reading, the pairs discussed their reading with the whole members of the group. By doing this group discussion, the students transferred knowledge to the other members in the group. After the entire groups sure that all of their members ready for the quiz, I gave them an individual quiz. The students enjoyed the activity because they could help one another in order to achieve the common goal. The collaborators and I observed them when they conducted the activity. The following interview transcript describes the student's feeling towards the activity.

R: *Paham gak tadi pelajarannya?* (Do you understand the lesson?)
 S: *Paham, Mas.* (Yes, I understand.)
 R: *Menyenangkan gak belajar kelompok?* (Is it fun for you to work in group?)
 S: *Menyenangkan! (It was fun.)*
 R: *Bagian apa yang menurut kalian paling menyenangkan pas kerja kelompok kemarin?* (Which part of the group work do you think is the most enjoyable?)
 S: *Kerja kelompok tapi yang ada kuisnya. (Group work with quizzes)*

(Interview Transcript 13)

As a teacher, I felt that there was an improvement in terms of students' confidence in reading and answering the text. Cooperative learning methods that became the main activity at the class could improve the students' motivation towards reading.

To give the clear description of how cooperative learning was implemented in the class, the following vignette givesm an example of the Cycle II.

November 28th, 2012

Vignette meeting 5

Time: 08.20 – 09.40

He entered the classroom accompanied by the collaborator. One of the students greeted me, “Good morning sir.” “Good morning class. How are you?” “I’m fine, thank you, and you?” “I’m fine.” He discussed the material once again about notice. He asked what they had learnt in the previous meeting. He asked the students to answer some questions about notice to recall their memory, for example he asked how many kinds of notice. Some students forgot and started to open their handout. “There are three sir.” “What are they?” The students replied together, “Instruction, prohibition and warning.” “Good”. He gave a brief explanation to the refresh their memory.

He asked the students to sit according to their group and arranged the chairs. He handed out the “origami” papers to the students. Every group got different notices. Every student had to write the result of their brainstorm in the paper then discussed it with their group. At first, they were little bit confused with what they had to do. He explained once more the rule of the activity. When the group finished in brainstorming and discussing, he asked the group to present the results of their discussion in the front of the class. He asked the group to come forward voluntarily. “Come on, please present your discussion in front of the class, is there any group want to be the first? “. Group one stepped forward and told their results. They were followed by the other group who also came forward voluntarily. He asked the students to listen and corrected the presentation of the group. He also asked them to provide feedback on their friends’ presentations. After the group presentation was finished, he asked the students to give applause. They looked very excited with the activity.

He gave explanation about the rule of numbered heads together. The students first discussed the task in pairs and then they discussed the task together with the group. There were 4 students in each group so that everybody got a chance to answer questions. Each student must be prepared at any time if they were appointed to present the answer. The students were very excited to help their team mate so that every member of the group ready for the activity. After the groups were ready for their works, he checked the group's work by calling out the student based on their number (1,2,3 or 4). “Ok, who’s got number 1?” “Saya pak”. “Please who gets number 1 stand up and answer the question.” All the representatives from each group stood up and answered the question. After that, he clarified the answer to the rest of the students. “*Is it right ?*” “Yes,” All students replied. Afterwards the students presented their answers. He corrected the answer together with the students. After conducting numbered heads together activity, the bell rang. He summarized the lesson, closed the class and left the room.

From the vignette above, the components of cooperative learning can be found. There are five components of cooperative learning which can be seen in the vignette.

(1) Positive Interdependence

By doing activity like numbered head together, the students were stimulated to help the other team mate in comprehending the text and answering the questions that aimed to them. They were first discussed the task in pairs to comprehend the text. Then they discussed the task together with the group. Each group which consisted of four students got a chance to answer questions. This rule has made all students ready at any time if they were appointed to present the answer. This situation led the students to help their team mate so that every member of the group ready for the activity. This atmosphere created a “sink or swim” mentality where the success of the group is depending on the success of all of the group members. By giving the appreciation for the group and the individual, the students were encouraged to do their best for the sake of their own and for their group.

(2) Individual Accountability

By having cooperative learning activity like numbered head together, the students did their best to answer the questions. The group worked together to make sure that all members were ready for the answer. By giving questions for each student, they can evaluate their own learning after having discussion with the group. Here also by keeping the group small, I could assess the contribution of each individual to the group. The individual accountability also can be achieved

through the use of individual assessment which is then used to determine the success level of the group as a whole. The individual quiz was also given in the sixth meeting.

(3) Face-to-face interaction

Since the students worked in a group, the face-to-face interaction happened when the students encouraged each other to help, share, and support each other's learning. The activities in Cycle II, such as around table brainstorming could promote each other's success through explanations, teaching, checking for understanding, discussions, connecting old and new learning. It can be seen when the students discussed the task about notice. The students should write what they know about the certain notice before they shared it to the group. Each student must brainstorm the notice by themselves and wrote it down in the "origami" papers. After that, they had to share their result to the group. The students worked together by sharing their knowledge to the other and discussed the results so that they could in accomplish the task.

(4) Social skills

The social skills dealt with the interpersonal skills of an individual to be active listening, staying on task, asking questions, conflict management and resolution. By working in the same small group, each individual have already knew the characteristics of each team mate. By knowing the strengths and weaknesses of each team mate, each individual could decide how to deal with their friends and worked together with them as a team to achieve the goal. Some students have showed good improvement in the social skills during the Cycle II.

Their willingness to stick together and understand their friends have improved. They could encourage their friends when one of them has difficulties in doing the task or presenting the answer.

(5) Group processing

In general, the group processing in Cycle II had improved. The groups worked cooperatively to accomplish the goal. Each student in the group helped the other when one of their team mates faced difficulties in doing the task. They were also focus on maintaining good working relationships among members by encouraging their friends and helping them. For example when the group was asked to present the result of brainstorming in the front of the class, every student backed up their friends if they did not confidence to speak. The students helped their friends in presenting the result of the discussion by telling them and motivating them. By giving them reward, it reinforced positive behaviors for the students towards reading. While processing at the class level, I observed groups, analyzed some problems that the group faced and then provided feedback to the whole class at the end of the lesson.

b. Giving interesting media and various reading tasks to the students

As in Cycle I, I gave the students interesting media in the forms of pictures. In Cycle II I used this media to encourage and facilitate students in understanding the lesson. I used a lot of pictures of notices and signs that students usually find in their daily life. Here are some of the pictures.



Figure 4: **The example of sign used during the lesson.**

Generally, the students were enthusiastic when I showed them the signs. Many students were able to answer my question and tell what they know about the picture. The following vignette describes the situation during the lesson.

He showed a picture in the form of a no smoking sign. Spontaneously many students gave their responses about the picture. He asked the students, “Do you know what is this?” “No smoking sir?!” students replied. “Good. Where do you usually find this sign or this notice?” The students answer “School”, “Hospital”, “Mall”. He asked them once again, “Good! Come on, anyone else, where do you usually find this picture?” He asked the students to give more example of place that they usually find the notice. He gave the students clues so that they could guess it. “When you or your father’s motor cycle ran out of gas, where will you go?” “Pom Bensin!” Ginji said. “Yes, Good Ginji. What’s the English of Pom Bensin?” He kept on smiling and motivated the students to answer his question. One student replied, “Station!” “Good. Come on,,, little bit more ..” Finally there was one student who answered “Gas station!” “Good job?! That’s right, gas station. So the English of Pom Bensin is gas station.” After that he explained about notices to the students. He gave the students work sheets about notice. They did the work in pairs. 10 minutes. After they finished the exercise, he discussed their work. He did not point the students to present their work. Some students were brave enough to voluntarily present their work.

(Vignette 4, November 22th, 2012)

c. Giving handouts of the materials

During the Cycle II, I still gave the students the handout since it helped the students to learn the materials. As what had been found in Cycle I, the students paid more attention to my explanation as the materials were already on the handout. The students just made a note of some additional information which was not covered in the handout.

d. Giving rewards to the best group

Giving rewards to certain students due to their best performance was done in some meetings. I explained the rules of some cooperative activities and the criteria of successful group who deserved rewards. Knowing that there would be rewards at the end of the activity, the students were very excited. They were encouraged to do their best and worked hard to be the best team. They also became more active in the discussion and in answering questions. It can be inferred in the following vignette.

He gave explanation about the rule of numbered heads together. The students first discussed the task in pairs and then they discussed the task together with the group. There were 4 students in each group so that everybody got a chance to answer questions. Each student must be prepared at any time if they were appointed to present the answer. The students were very excited to help their team mate so that every member of the group ready for the activity. After the groups were ready for their works, he checked the group's work by calling out the student based on their number (1,2,3 or 4). "Ok, who's got number 1?" "Saya pak". "Please who gets number 1 stand up and answer the question." All the representatives from each group stood up and answered the question. After that, he clarified the answer to the rest of the students. "*Is it right ?*" "Yes" All students replied. Afterwards the students presented their answers. He corrected the answer together with the students.

(Vignette meeting 5, November 28th, 2012)

Most of the students were happy when I gave the reward as an appreciation for their effort. In addition, the reward they got could be used to help them in learning English. The interview transcript below describes the student's feeling about the rewards in the teaching and learning process.

R: *Gimana menurutmu dikasih hadiah pas pelajaran tadi?* (What do you think about the rewards given during the teaching and learning process?)

S: *Seneng Mas. Jadi termotivasi. Tadi kelompokku dapet hadiah Mas. Dapet kamus, biar dipake pas pelajaran Bahasa Inggris. (It's interesting. It does motivate me. My team got the rewards. We got dictionary, it can help us when English lesson.)*

(Interview transcript 14)

3. Reflection

The collaborators and I did the final reflection after all actions were implemented. The results of the reflection were gained from the observations, the interviews done after each meeting finished, and the questionnaires distributed at the end of Cycle II. It is described as follows.

a. Applying some cooperative learning methods

Cooperative learning methods were successful in improving the students' confidence towards reading text and improving the students' reading comprehension. The students had more opportunity with their friends to share their knowledge and help each other to achieve the group goal. This activity had a big influence to the students' attitude toward reading. The students were more enthusiastic and interested in reading. Working together helped them in

understanding the materials. They did not feel bored anymore when facing the reading text.

From the teacher side, the way I explained the material during the teaching and learning process were increased. I spoke slowly when explaining the materials and giving instruction. So, those students who usually complained and asked me to repeat my instruction began to understand my explanation and instruction clearly. They were not often asked me to repeat either my instruction or my explanation.

Besides, I could manage all students during the cooperative learning. The students who always made noise during the Cycle I, in the Cycle II could cooperate with the group since I changed the sitting arrangement of these students. The changing of the sitting arrangement had made these students more concentrated with their own group. They stopped joking with other students and started to pay attention with the lesson. In order to optimize the role of individual in the group, I implemented more cooperative learning activity that requires the individual contribution in the group. For example I implemented numbered head together, round table brainstorming and group discussion followed by individual quiz.

In addition, to improve the group processing that still low in Cycle I, during the action and observation in Cycle II, the group which was made of four students was divided into pairs first then worked in a whole group. In order to do that, I distributed two texts for each group so that the time management and group efficiency could be increased. This process had helped the students in organizing

the group in more effective and efficient way. As a controller in the class during the group work, I continued to monitor and walk around the class to help the students. I also guided them when they got difficulties during the lesson.

b. Giving interesting media and various reading tasks to the students

In Cycle II, there were pictures and various reading tasks. The implementation could reduce the students' boredom and could help them in comprehending the text that they read. Students could be actively engaged with the lesson when I showed the pictures. Students' confidence to express and respond toward the text given had increased. By using pictures during the lesson, the students were willing to learn English texts. The various reading tasks accommodated the students to practice their reading skill.

c. Giving a handout of today's materials as a brief guideline

A handout which was distributed during the teaching and learning process helped the students in studying the materials. Besides, by giving the materials in the form of handout, the students could pay more attention on my explanation.

d. Giving reward to the best group

In order to improve the students' participation during the English teaching and learning process, the rewards were given had successfully encouraged the students to do their best. Their involvement to ask and answer questions increased. When this action was done, there were more active students. They were more motivated in reading English texts. They competed in quiz to get reward as

the best group. The reward was also given to the student who showed good cooperation and good achievement during the lesson.

D. General Findings

This subchapter presents the research findings of all actions that had been done in the research. As stated before, the research aimed at improving reading comprehension to students of Grade VIII G of SMPN 1 Sewon through cooperative learning. Hence, the findings of the research involved the actions reached that goal.

In Cycle 1, the implementation of cooperative learning was successful to improve students' reading comprehension ability and involvement. Cooperative learning gave students situation which could make them active in the process of teaching and learning of reading. They were trained to perform mutual interaction with the students and the teacher. They were given opportunities to share ideas and knowledge about the materials to the other students. Besides, the use of interesting media and reading activities also supported the success of Cycle 1. However, there were still some problems occurring in implementing the actions related to the students' reading comprehension ability, motivation, and involvement. Therefore, the researcher tried to solve the problems so that in Cycle 2 the students' reading comprehension ability could be improved successfully. Giving reward to the best group in form of dictionary improved the students' motivation to read English texts and participation during the teaching and learning process.

Table 5: **The changes results of the action**

No.	Action	Cycle 1	Cycle 2
1.	Applying some cooperative learning.	<ul style="list-style-type: none"> • Cooperative learning helped the students in learning the materials. Few students looked enthusiastic in the learning process of reading. • The students began to use the skill of scanning and skimming to get the information from the reading materials. • There were some students who did not pay attention fully to the process of teaching and learning of reading. • The students' confidence to present their work was still low. 	<ul style="list-style-type: none"> • Cooperative learning helped the students in learning the materials. Most of the students were enthusiastic in the learning process of reading. • The students' reading skill in skimming and scanning developed very well. • The students paid attention to the lesson because they had to be ready if they were asked to present their work individually as in the numbered head together activity. • I did not need to point a volunteer. They offered themselves to be volunteers to perform something.
2.	Giving a handout of today's materials as a brief guideline.	<ul style="list-style-type: none"> • The handout given successfully facilitated the students' learning. 	<ul style="list-style-type: none"> • The handout given successfully facilitated the students' learning.
3.	Giving interesting media and various reading tasks to the students	<ul style="list-style-type: none"> • The used of interesting media and reading tasks attracted the students to get involved in the process of teaching and learning of reading. 	<ul style="list-style-type: none"> • The use of interesting media and reading tasks attracts the students to get involved in the process of teaching and learning of reading.
4.	Giving reward	<ul style="list-style-type: none"> • The students became motivated to read because there were reading rewards for to the best group. 	<ul style="list-style-type: none"> • The students became more excited and motivated to follow the activities, especially because of the reward given.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research study was about improving students' reading comprehension through cooperative learning. In line with the discussion in the previous chapter, it can be concluded that the use of cooperative learning improved students' reading comprehension. It can be described as follows:

1. The teaching and learning process was found interactive when I implemented cooperative learning methods. At the beginning, communicating the objectives of the lessons through asking and answering activities accompanied by media stimulated the students' involvement in the learning process. It also increased students' attention toward the lessons. By applying cooperative learning, the students became more motivated to work together. It has encouraged the students to help the other friends by sharing their ideas, teaching one's knowledge to other and motivate the students in reading the text. The students became motivated, confident, and active during the reading class because they enjoyed the lesson.
2. The use of interesting media and various reading tasks contributed to the interaction in the English teaching and learning process. The students became motivated with the teaching and learning process. Moreover, students became more enthusiastic when they were given new media. The media applied when I conducted the research facilitate the students to work together.

3. The mixed ability group which was well arranged could help and encouraged the slow learners in understanding the reading material. So, it leads to the improvement of the students' reading comprehension. The mixed ability group also prevents the boredom among students. Moreover, the students were more motivated to involve in the class activities when it was done in groups or in pairs.
4. The students were very happy and enthusiastic in joining activities which were conducted individually, in groups, or in pairs when I gave them rewards. The rewards that I gave successfully motivated the students to learn.
5. Encouraging the students and making the learning processes at ease were effective to improve their involvements in the class activities. They successfully made the students not afraid of producing the language.
6. The use of handouts of the material helped the students in learning. The handout itself was an outline of the lesson so that the students knew what they would learn. By giving the handouts, the students do not need to rewrite the material that I have explained. It is more efficient and less time consuming.

Based on the results of the observation and interview, all of the actions that were implemented during the research can improve the students' reading comprehension. There were also some changes as the result of the actions. The changes were both in the way of thinking and the behavior of the involved members. The changes were related to the following aspects:

1. The Changes in My Behavior

Before doing the research, I only knew a little about teaching the students through cooperative learning. I did not really understand how to implement cooperative learning and what the obstacles that may happen. By doing this research, I get more knowledge about how to implement cooperative learning in order to improve the students' reading comprehension. I thought that teaching reading by using cooperative learning was simple and easy to do but now I realize that teaching reading by using cooperative learning is not simple. Through this action research, I learn many things such as how to handle the students, how to choose the materials and activities, how to choose the media and so on.

In addition, this research has given a big impact on my personality. I become more patient and in organize something. Before doing this research, I did not realize that the speed when I'm talking was so fast. After conducting this research, I can control my speed when talking to someone. I also become more organize in doing something. I used to doing something randomly and now I become more organize in how I think and how I act. I also become more respectful towards the students who have big efforts to learn. In the future, I should consider all those aspects to create better atmosphere in the teaching and learning process.

2. The Changes in the Students' Behavior

The implementation of cooperative learning made the students enjoy the English class. It can be seen when they were actively engaged during the teaching and learning process. For example, the students became volunteers without I

pointed, freely asked questions when they did not understand and were active in answering questions. They also sometimes gave suggestions to me what they wanted to do to learn English and to make their learning more enjoyable. The students were also willing to help their friends by teaching or telling them if there were any difficulties among their friends. They became more interested in reading since they have friends that willing to help them in understanding the text.

3. The Changes in the English Teacher's Behavior

The English teacher became more open minded to make the English teaching and learning process become more interesting. She improved her knowledge in creating the activities based on the activities which could make the students learn English well. She also has improved her knowledge in using media and various materials to make the English lesson become more interesting.

4. The Changes in the English Teaching and Learning Process

The English teaching and learning process became more interesting. It was not merely reading texts, doing translation practice, and answering reading comprehension questions during the teaching and learning process but also implementing various activities that could encourage all students to work together as a group. The use of cooperative learning created a nice relaxed atmosphere of teaching and learning. Since the teaching and learning was focus on the students, they did not depend on the teacher in learning English. The students can help other friends in doing the task and understanding the materials. As a result, they became more enthusiastic and got better understanding in learning English.

B. Implications

The research findings show that the students' reading skill improved. Compared with the students' reading skill in the former conditions students' reading skill of grade VIII G of SMP N 1 Sewon has improved. It was related to the actions given in the classroom such as applying some cooperative learning methods, giving interesting media and various reading tasks to the students, giving a handout of the materials, and giving rewards to the best group and best reader. Both successful and unsuccessful actions have some implications. They are described below:

1. The implementation of cooperative learning methods could improve the students' reading comprehension. By applying cooperative learning, the students became more motivated to read. It has encouraged the students to help the other friends by sharing their ideas, teaching one's knowledge to other and motivate the students in reading the text. The students became motivated, confident, and active during the reading class because they enjoyed the lesson. It also helped the students learn the learning materials. It implies that the teacher can encourage the students to work in groups or pairs so that they have companions to discuss the learning materials.
2. The use of interesting media and various reading tasks contributed much to make the English teaching and learning process become more interesting. The students became motivated with the teaching and learning process. Moreover, students would be more enthusiastic when they were given new media. It

implies that it is important for the teachers to use the media to make the students joyful during the English teaching-learning process.

3. The implementation of giving handouts helped the students learn the learning material. It was an outline of the lesson so that the students knew what they would learn. They could prepare themselves as well. It implies that the teacher can provide handouts as the learning source for the students.
4. The implementation of giving rewards to the best performance encouraged all students to do their best. They were well-prepared for any tasks. Their involvement to ask and answer questions increased. They delegated their duty when working as a team or pair. It implies that the teacher can give a reward to motivate the students to learn more.

C. Suggestions

Based on the conclusions, implications and limitations explained above. I proposed some suggestions for the English teacher and other researchers.

1. The English teacher

Based on the conclusions and implications explained above, some suggestions are addressed to the English teacher. It is important for her to make some actions to respond to the findings in the research. She needs to enrich herself with the knowledge of how to create interesting activities so that the students can enjoy the teaching and learning process. It will help her create good atmosphere in teaching and learning process in which all students can be involved. The use of various media must be improved so that the English the teaching and learning process will be more interesting. Moreover, if she uses rewards to motivate the

students, she should balance the rewards given the students as groups and as individuals. All of those will improve the quality of English teaching learning process.

2. To Other Researchers

It is interesting to conduct this research. I get my own improvement in the knowledge of teaching reading. I expect that the other researchers who will conduct the similar research have better planning and preparation before conducting the research. Moreover, they should have enough knowledge related to the implementation of cooperative learning.

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APPENDICES

APPENDIX A: VIGNETTES

VIGNETTES

Vignette

Meeting 1

November 8th, 2012

Time: 10:00 to 11:20

The class started at 10.05. He entered the class and greeted all the students, "*Good morning students*". There were only few students replied "*Good Morning*". After greeting them, he asked them "*How are you today?*" They answered it slowly "*Fine.*". Some of them did not answer the question at all. To make sure that they were just fine, the question was repeated until all of them answered. *Is there anyone who is absent today? Apakah ada yang absen hari ini?*" "No", they answered. After that, he introduced himself to the students that he would replace the English teacher for a while. he explained the purpose why he was in class.

After the introduction, he asked the students "*What did you do on your last holiday?*". Students did not reply and no one answered the questions. He encouraged the students, "*Come on, is there anyone who want to share your experience on your last holiday?*". Finally, there was a student who wanted to share but shy to raise her hand. He pointed and asked her, "*what's your name?*" The student replied. "*My name is Kina.*", "*Kina okay tell me what you do on your last holiday?*". "*Mmmmm .. Going to friend's house*". "*Ok, friend's house, what did you do?*", he replied. "*Mengerjakan PR pak*" she answered. "*Wow .. Did the home work?? What a diligent girl you are? good..*". "*Okay that's Kina, is there anyone want to share??*", he asked. The other students kept silent and no one wanted to share the experience. So, he gave them some examples to help them think. he gave the students clues by showing pictures they usually visited on holiday. I showed pictures of Prambanan temple, Borobudur temple, Parangtritis Beach, "Gedung Sate" and Mount Bromo. he asked the students about the pictures that were shown. Students were getting a little bit excited. Some of them began to say something about the pictures.

After that, he asked the students about their holiday like where they spent their holiday, what they saw there, and what they did on their holidays. Some students responded with "Bahasa Indonesia", and he helped them to translate it in English. He wrote the words that students mentioned on the white board. He also added some words that related to the holidays. He asked students to find the meaning of the words and explained the words. For example, visit, saw, scenery, panorama, etc.

He distributed the handout. *“Does everybody get the paper? Apakah semuanya sudah mendapatkan kertasnya?” “Yes”. “Coba lihat halaman pertama .* He asked the students to read a text entitled "Holiday in Kupang" in pairs. After they finished reading the text, he asked them *“Do you know what kind of text is this?”* some students said, *“recount pak!”*. *“Good.. recount text. Do you know what is recount text?* Then, he explained to the students about recount text. After that, he taught the strategies of how to find important and required information through scanning and skimming skills. Students did some questions related to the text. He asked students voluntarily to present their answer, but no one dared to answer. Finally, he pointed some students randomly to answer the questions and had some discussions about it. After that, *“Now, please look at the text once more. Please look at the verb.. kata kerja in the text..”*. He asked the students to identify the verbs used in the text. The students were still confused. He helped the students by giving them some examples. Students began to understand and be able to identify verbs used in the text.

After asking the students to identify the verb, he explained the grammatical rules used in the recount text. He explained about the simple past tense. After that, he asked the students to work in pairs to do Task 2. He moved around the class to monitor and helped students when they got some difficulties while doing the task. After they completed the task, he asked the students to present their answers. Students were reluctant to present their answer. So, he pointed randomly the students to present their answer. He discussed their work and corrected some wrong answers.

Then, he asked students to count 1 to 6 to create a group which consisted of four students. Students counted 1 to 6 and joined the new group. The class was quite crowded since they had to move to join the group. After the students were quiet, he explained about the rule of the game. There would be the best group. The criteria of the best group were the activeness of all members, the solidarity of the group, and whether all members understood the material or not. When he announced that there would be a present for the best group in the end of the meetings, they made a noise and clapped their hands.

He distributed a task to the group to fill in the blank with words in a letter with correct verb and answered some comprehension questions based on the text. Students worked in groups. He moved around the class to help groups that had difficulties. He facilitated students and motivated them to work in a team. Some students complained about their group. He gave explanation to the students that this group had to be mixed in terms of proficiency and gender so that they could help each other.

Once the groups completed the task, he asked each group to present their answers. After each group presented their answers, he discussed it. Before the bell rang, he closed the lesson by asking what they had learned. The bell rang at 11.20 and he closed the lesson and thanked to the students.

Vignette 3

Meeting 2

November 14th, 2012

Time: 8:20 to 9:40

He entered the class at 8 25. One student led the greeting, "*stand up please! Good morning sir!*" The teacher replied, "*Good morning class, how are you? 'I'm fine and you?'*" he replied, "*I'm great?!'*" "Is there anyone *absent today?*" "No..Nggak ada pak" they replied. The teacher asked what they had learned in the last meeting to refresh their memories. Some students answered recount text. He asked again, "*What about the other characteristics of recount text?*" "Apa ciri lainnya?" Some students answer "*kata kerja bentuk dua*". "Good.."

He asked the students to come back to the previous group. He handed out envelopes containing series of images. Students worked in groups and seemed enthusiastic to do the work. The class was a little bit crowded. When the students finished rearranging the pictures, he asked the representative group moved forward to stick out the pictures. The students looked very enthusiastic. They came forward and put a sequence of images on the white board. "*Is this the correct sequence of the events?*" "*apa ini urutanya sudah benar?*" He asked the students. "*if you are unsure with the sequence of images, you can revise it.. come on*". Some students came forward and revised the sequence of pictures. "*Are you sure??*" "*Sure sirrrr!!*" He moved forward and corrected the sequence of events of pictures. The students smiled and realized their mistakes. "*Now please take a look at the last exercise, Look at the bold words!*" He asked the students to pay attention in the bold words, he asked the students to identify what words are in bold. Some students mentioned some connecting words. He explained the students connecting words and conjunction as markers of recount text to show the sequence of events. He asked the students to give the other examples of connecting words. He added some connecting words as markers in recount text.

He distributed task to the group in the form of completing the paragraph with the suitable connecting words. Students worked in groups. After that, he asked the students to present their answers. The representatives of each group read the result of the group discussion. He discussed the students' answers. After that, he asked the students to read the text once more. He told them that there would be a quiz related to the text. He explained that the score of each member of the team would contribute to the group score by the end of the lesson. The group with the highest score would get a reward. So the students read the text together. Since he only gave one copy of reading text for each group, the students had to take turns or move around to read the text. But after all, the students tried their best in understanding the text. The class little bit crowded since the students tried to share and discussed their reading to other member of the group. After all the groups ready for the quiz, He gave the quiz sheets to each group member to check the individual comprehension about text they have discussed. The students did the quiz individually. Some students tried to cheat by asking their team mate about the answer of the quiz. He warned the students who wanted to cheat. But in general, most of the students did the quiz seriously. After they finished, he asked the students to exchange their work to the other groups. He asked the students to read their answers. He pointed the students randomly to present quiz answers. After that, the teacher discussed the quiz together. He calculated the score of individual quiz. He announced the group which got the highest score and asked the other group to give applause to the winning group.

At the end of the lesson, he asked” what have you learned from today’s discussions?” “Recount text”. He emphasized once more about connecting words used in the recount text. The activity was ended by thanking and said goodbye to the students “*See you next week, class. Wassalamualikum Wr. Wb.*”

Vignette 4

Meeting 3

November 21th, 2012

Time : 8:20 to 9:40

“*Assalamualaikum Warohmatullahi Wabarokatuh.*”. “*Walaikumsalam Warohmatullahi Wabarokatuh*” replied all students.” “*Good morning class.*” “*Good morning, Sir.*” “*How are you?*” “*Fine!*” He reviewed the previous lesson about time connections used in the recount text. He refreshed students’ memories orally. Some students responded spontaneously. There were some students who usually did not dare to speak begun to speak.

"Now please joint to your group!" he asked the students. He distributed three texts of jumbled sentences to the group. So, in six groups, there would be two groups who received the same text. *"Please rearrange that jumbeld sentences into a good paragraph"* Students were given 10 minutes to finish the task. He moved around the class to check whether they could do the task or not. Some of the groups were having trouble in finishing the task. *"Pak ini gimana? Bener nggak pak??"*. One member of group 2 asked me. He helped her by giving clues so that the students were able to analyze the sequence of events correctly.

After all the groups finished doing the task, He asked the group to read the result of their discussion. *"Ok, please group one, read your result of your discussion, please stand up so everyone can hear you."* *"Group six please pay attention whether your result same as group one or not."* Other groups listen to the presentation. He asked all the groups to present their results, he discussed all the jumbled sentences. Then, he explained the structure of recount text by using the jumbled text to show the events that happened. He distributed new recount text to all the groups. *"Now take a look at the text."* *"Now please find the meaning of the underlined words, but without using your dictionary"* The students confused and puzzled. *"Gimana caranya pak?"* one of the students asked. *"Now look at the white board."* He explained to the students how to guess the meaning of the words by the context. He gave some examples to give them clear understanding about how to do it. Students with their group tried to find the words based on context. He moved around the class to monitor their discussion. After all students done in finding the meaning of the words, he asked them to present their result of the discussion. He asked the other groups to check whether the answer the same or not with them. After all the words were successfully translated, he asked the group to read the text once more. When all the group had finished comprehend the text, he distributed individual quiz. He gave them 10 minutes to finish the quiz. Once they completed, he discussed the results of the quiz. Individual score were entered to the group score. He gave a reward by asking the students to give applouse to the group which got the highest score.

Before the end of the lesson, he distributed multiple choices questions. This time, this exercise was to check the individual reading ability of each student. Students did the exercise until the bell rang. He asked them to collect their work and closed the meeting by asking them the material they had learnt today.

Vignette 5

Meeting 4

November 22th, 2012

Time : 10:00 to 11:20

He entered the classroom at 10.00. The class was so noisy because the students after having the first break. He waited the students to be ready to receive the lessons. After the class conducive for the lesson, he greeted the students. *"Assalamualaikum Warihmatullohi Wabarrokatuh."* *"Good morning everyone."* *"Good morning"* said the students. After greeted the students, he checked the student attendance. Then, he reviewed today's lesson which was about recount text. He built the students' knowledge by providing them illustrations when the students were on the holiday. *"When you on your holiday, like in Parangtritis for example, you will find a notice or sign. Do you know what is notice or sign?"*. *"nggak sir.."* some students replied. *"Ok, when you are on parangtritis there are several, ada beberapa sign yang maksudnya you are not allowed to swim."* he tried to explained while he made a funny move as if he was swimming. The students laughed and some of them began to understand what he mean. *"Anu sir.. tanda peringatan tidak boleh berenang!"* *"yes.. good. Notice or sign is peringatan atau tanda peringatan."*

He showed a picture in the form of a no smoking sign. Spontaneously many students gave their responses about the picture. He asked the students, *"Do you know what is this?"* *"No smoking sir?!"* students replied. *"Good. Where do you usually find this sign or this notice?"* The students answer *"School", "Hospital", "Mall"*. He asked them once again, *"Good! Come on, anyone else, where do you usually find this picture?"* he asked the students to give more example of place that they usually find the notice. He gave the students clues so that they could guess it. *"When you or your father's motor cycle ran out of gas, where will you go??"* *"Pom Bensin!"* Ginji said. *"Yes, Good Ginji. What's the English of Pom Bensin??"* He keep on smiling and motivate the students to answer my question. One student replied, *"Station!"* *"Good. Come on, little bit more.."* Finally there was one student who answered *"Gas station!"*. *"Good job! That's right, gas station. So the English of Pom Bensin is gas station."* After that he distributed handouts and asked the students to open the handouts. He explained kinds of notices that the students usually find in their daily life based on the handouts. Then, he gave the students work sheets about notices. They did the work in pairs for 10 minutes. After they finished the exercise, he discussed their work. He did not point the students to present their work. Some students were brave enough to voluntarily present their work.

After all the students finished discussing the work, he explained. He asked the students to read the text on their handouts. He asked the students to read quietly for a few minutes (task 4). After the pairs finished read the text, they were asked to discuss it. Then, each student asked to answer some comprehension questions related to the text. The students did the task for a few minutes. After they finished answering the questions, he pointed randomly the students. Firstly, the students were asked to read the text aloud. He helped the students' pronunciation when they got difficulties in pronouncing the words. He asked the students to repeat that difficult word which was followed by all students.

After discussing the comprehension questions, he asked the students to join with the group, "Now, please rejoin with your group!" the students began to move towards the group. They moved orderly and not too rowdy. "Now I have something for you, please take a look at your handouts!" The students looked at the handouts given. He showed a chart in the form of a web. He explained what the students should do toward the web. The students were required to fill the web. Students brainstormed what was on their mind and then wrote it down in the web. Each student showed the results of their brainstorm and then put together in the group. After they finished discussing, he asked the students to represent their results in the front of the class. Short after, the bell rang and he closed the lesson.

Vignette 6

Meeting 5

November 28th, 2012

Time: 08:20 – 09:40

He entered the classroom accompanied by the collaborator. One of the students greeted me, "Good morning sir." "Good morning class. How are you?" "I'm fine, thank you, and you?" "I'm fine." He discussed the material once again about notice. He asked what they had learnt in the previous meeting. He asked the students to answer some questions about notice to recall their memory, for example he asked how many kinds of notice. Some students forgot and started to open their handout. "There are three sir." "What are they?" The students replied together, "Instruction, prohibition and warning." "Good". He gave a brief explanation to the refresh their memory.

He asked the students to sit according to their group and arranged the chairs. He handed out the "origami" papers to the students. Every group got different notices. Every student had to write the result of their brainstorm in the paper then discussed it with their group. At first, they were little bit confused with

what they had to do. He explained once more the rule of the activity. When the group finished in brainstorming and discussing, he asked the group to present the results of their discussion in the front of the class. He asked the group to come forward voluntarily. "Come on, please present your discussion in front of the class, is there any group want to be the first? ". Group one stepped forward and told their results. They were followed by the other group who also came forward voluntarily. He asked the students to listen and corrected the presentation of the group. He also asked them to provide feedback on their friends' presentations. After the group presentation was finished, he asked the students to give applause. They looked very excited with the activity.

He gave explanation about the rule of numbered heads together. The students first discussed the task in pairs and then they discussed the task together with the group. There were 4 students in each group so that everybody got a chance to answer questions. Each student must be prepared at any time if they were appointed to present the answer. The students were very excited to help their team mate so that every member of the group ready for the activity. After the groups were ready for their works, he checked the group's work by calling out the student based on their number (1,2,3 or 4)."Okey, whose got number 1?" "Saya pak". "Please who gets number 1 stand up and answer the question." All the representatives from each group stood up and answered the question. After that, he clarified the answer to the rest of the students. "*Is it right ?*" " Yes," All students replied. Afterwards the students presented their answers. He corrected the answer together with the students. After conducting numbered heads together activity, the bell rang. He summarized the lesson, closed the class and left the room.

Vignette 7

Meeting 6

November 29th, 2012

Time : 10:00 to 11:20

Assalamualaikum Warohmatullahi Wabarokatuh." "*Wallaikumsalam Warohmatrullahi Wabarokatuh.*" *Good morning students, how are you doing?" "Good morning, Miss. I'm fine. How about you?" "I'm good, thank you".* He asked the students some questions about the last material. After giving some questions, he ordered the students to sit with their group. Then, he distributed texts about notice. He distributed two texts for each group. Each group got two texts which each text was read in pairs. He asked them to read the text and find

the difficult word from the text. After the pairs finished read the text, they were asked to discuss their reading with the whole group.

After discussing the text with their group, he asked the students to be ready for the quiz. They were not allowed to open the handout or any books during the quiz. They should work individually to answer the questions. In the end of the quiz, he said that he would give reward for the best group and for the most improved students during the meetings. The students really excited about it. He distributed the exercises to the students. They did the exercises silently. After they finished doing their task, he asked the students to swap their work and discuss it.

After discussing the task, he collected the students' work and announced the winner for the most cooperative group during the meetings. The students really excited about it. He announced that the winner which was the group one. He gave them reward. Each student in the group got a dictionary. Next, he announced the most improved and active students during the meetings. He announced that the student was a student who had absent number 18. He asked the student to come forward and then he gave her a dictionary. Everyone in the class give applause to the group and to the students. Everyone was so happy. The bell rang. He thank to the students for helping him in conducting the research.

APPENDIX B: INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

R: Researcher

S: Students

T: Teacher

Interview 1

R: Hi, namamu siapa?

S: Padang Arum Sari.

R: Panggilanya?

S: Arum, Mas.

R: Mau tanya-tanya bisa kan?

S: Tanya apa Pak?

R: Tanya tentang pelajaran bahasa Inggris. Menurut kamu bahasa Inggris itu gimana?

S: Sulit

R: Kenapa sulit? Mungkin memahami teksnya ato gimana?

S: Kata-katanya itu lho mas yang susah. Jadi buat paham tu susah.

R: Biasanya kamu baca teks bahasa Inggris seperti apa?

S: Ya bacanya perkata trus kalau nemu kata asing harus buka kamus!

R: Kenapa harus baca kata per kata?

S: Karena gak ngerti setiap kata katanya

R: Berarti penguasaan vocabulary masih kurang gitu ya?

S: Iya

R: Trus kalau Bu Guru suka ngajarin teknik atau kemampuan membaca gak?

S: Apa itu mas?

R: Ya.. seperti ngajarin kamu gimana ngartiin kata tanpa harus buka kamus gitu..

S: Nggak tu mas..

R: Mm tapi sebenarnya kamu gimana seneng ga sama Pelajaran Bahasa Inggris?

S: Seneng

R: Seneng tapi ngerasa sulit? Mmm susahnya disebelah mana?

S: Membaca

R: Membacanya ya, oo gitu. Trus kalo tentang Guru, Ibunya gimana, kalo ngajar?

S: Lumayan, tapi suka bosen.

R: Koq bisa? Lha Biasanya apa aja kegiatannya? Ngapain aja dikelas?

S: Biasane baca teks di buku paket trus ngerjain soal dan nerjemahin teks, gitu gitu Mas.

R: O gitu,, Lha kalo dikelas sering kalo pelajaran di buat kelompok-kelompok gitu gak?

S: Ga pak..paling pol juga sebangku..

R: Oke kedepannya gimana, kamu pengen belajar bahasa Inggrisnya gimana?

S: Ya belajar yang asyik gitu!

R: Maksudnya? dikasih aktivitas yang menyenangkan yak?

S: Iya, biar gak bosen mas.

R: Nah seandainya kamu udah dikasih aktivitas yang menyenangkan, kamu bakal lebih seneng Bahasa Inggris.

S: Iya mas.

R: Makasih ya dik siapa? Lali aku..

S: Arum Mas..

R: Ya.. thank you ya dik Arum.

Interview 2

R : Hi, siapa namanya?

S1: Ginji

R : Gini, mau tanya-tanya soal pelajaran bahasa Inggris gimana, menurut kamu?

S : Biasa aja

R : Biasa aja! Hmmm...kalo soal reading gitu gimana? Suka gak?

S1: Gak pak..

S2: Suka bikin bosan pak..

R : Sebentar satu persatu jawabannya ya!! Koq bosan?? Emang nek pas reading gitu suruh ngapain aja kalian??

S : Mbaca gitu tok pak, turs nggarap soal-soal gitu..

R : Trus kamu seneng ga?

S1: Gak seneng pak

R : Gak seneng ya? Trus kalo gitu apa yang disenengin Ginji?

S1: kalau paas Pelajaran yu ya ada kayak game-game gitu pak..

S2: Iya, ada gamenya ben asik pak..

S3: Iya pak

R : Oke sip! Thank you ya

Interview 3

R : Hallo cah!

S1,2,3: Hallo mas!

R : Gimana belajar bahasa inggrisnya?

S1,2,3: Sulit, bosanin, males, dan bikin ngantuk (menjawab secara berempak)

R : Kenapa emangnya? Apanya sih yang susah?

S1 : Ngertiin katanya Pak, teksnya terlalu susah bahasa Inggris.

R : Kalo kamu?

S2 : Mengerjakannya soal

R : Mengerjakan apanya?

S2 : Soalnya, soal bahasa Inggris.

R : Kalo kamu?

S3 : Bacanya

R : Trus slama ni ketika diajarin Bahasa Inggris gimana kalian Perasaannya?

S1 : Mmm ga enak,

S2,3 : Iya, Bu Gurunya see enak, tapi kita cuma disuruh ngerjain soal terus dan diminta nerjemahin teks gitu mas..

R : Kurang seneng ya? Trus kalo gitu apa yang disenengin?

S : Mungkin pelajarannya gak cuman baca terus nggarap-nggarap gitu tok mas..

R : Mm tapi sebenarnya kamu gimana seneng ga sama Pelajaran Bahasa Inggris?
 S2,3 : Ho'oh mas
 R : Sip! suwun ya
 S : Ya mas, sama-sama.

Interview 4

R: Bu ini Sebelumnya saya mau mengucapkan terima kasih karena sudah diberi kesempatan melakukan penelitian disini. Emmm, saya mau nanya-nanya tentang keadaan anak-anak disini bu.”

T: Monggo saja mas Chandra.”

R: Begini bu, Siswa – siswa disini prestasi belajarnya gimana njih Bu?

T: Ya sama, sama sekolah lain. Ada yang pinter, ada yang biasa, ada yang agak kurang malahan.

R: Nah, kalo mengajarnya ibu bagaimana?

T: Ya, saya menerangkan materi seperti itu di depan kelas, trus siswa disuruh ngerjain soal latihan di buku paket.

R: Trus bagaimana sama teknik pembelajaran kemampuan membaca?

T: Saya biasanya nyuruh siswa membaca teks satu persatu, trus saya membetulkan pronunciation siswa.kalau sudah gitu mereka tak minta jawab soal latihan dan nerjemahin teks biar faham dulu gitu

R: Trus bagaimana sama media atau sumber Pembelajaran?

T: Saya Cuma pake buku paket ini, sama LKS .

R: Ohh.. Ya terima kasih ya bu..

T: Sama sama mas!

Interview 5

R: Tadi menurut Kina gimana pelajarannya?

S: Nyenengin, soalnya ada permainannya.

R: Bagian mana yang nyeneginnya tadi pas pelajaran?

S: Kuis.

Interview 6

R:Kira-kira belajar dalam kelompok tadi bisa membantu kamu dalam memahami teks nggak?

S: Bisa.

R: Kenapa?

S: Emmm.. pikiranya kan bareng-bareng jadi bisa tau semua.

Interview 7

R:Gimana tadi pelajaranya?

S:Enak. Nyenengin.

R: Ok, kalo soal bekerja dalam kelompoknya gimana tadi?

S: Bagus owk.

R: Apa bisa mengorganisasi kelompoknya?

S: Bisa.

Interview 8

R: Nah, kalo soal kelompok itu gimana? Kalian menghadapi masalah nggak?

S1, S2, S3: ya iya,,

S1: misalnya itu pas baca bareng.. ada cowok yang gak mau baca..

S2: iya ini kasian ada Alvin.

S1: Jik mending kowe lah..

S2: Alvin nggak mau kerja.

Interview 9

R: Menurut kamu gimana tadi pelajarannya? ada kekurangannya gak tadi?

S: Gak enakunya itu ngomongnya terlalu cepet. Jadi suka nggak jelas.

Interview 10

R: Handout atau materi yang diberikan membantu gak dalam belajar kalian?

S: Ya. Kalo biasana kan banyak nyatet, jadi banyak kehabisan waktu buat nyatet penjelasan yang dipapan tulis.

Interview 11

R: Kalo dengan penggunaan handout itu membantu ga?

S1: Ya membantu lah,mas.

S2: Jadi lebih paham.

Interview 12

R: Mana yang lebih suka, bekerja dalam grup atau sendiri?

S1, S2, S3: Group

R: Kenapa?

S2: Lebih terbantu mas.

R: Nah, kalo dapet text itu lebih suka membaca sendiri apa ada temanya?

S1,S3: Ada temanya.

R: Kenapa?

S1: Jadi gak grogi mas.

Interview 13

R: Menurut pengamatan ibu, peningkatan apa saja yang paling terlihat pada siswa?

T: Peningkatanya? Dalam memahami lumayan sudah meningkat pada siswa, kemudian ini keberaniannya, sudah meningkat. Mbak itu sapa ya...Atikah, sudah agak berani untuk mengungkapkan. Padahal biasanya kalau dia mengungkapkan itu kadang pelan sekali tapi sekarang sudah lumayan bagus.

Interview 14

R: Bagaimana menurut pendapat ibu menggunakan cooperative learning dalam pelajaran reading? Apakah cukup menarik bagi siswa?

T: ya .. ha'a cukup menarik sekali ya.. karena tadi pembagian kelompoknya sudah berdasar rangking ya. Jadi tadi bisa dilihat dari ekspresi dari siswa ya. Dengan tepuk tangan seperti itu. Jadi bagus sekali.

R: Apakah menurut ibu, apakah siswa bisa memahami materi dengan jelas dan mudah?

T: Secara "all" secara umum, itu siswa bisa memahami. Karena waktu mas chandra tanya, siswa juga bisa merespon. Ya secara umum.

Interview 15

R: Aktifitas apa yang paling kamu sukai?

S: Aktifitas yang suruh nulis apa yang dipikirin gitu di kertas terus maju kedepan kelas.

Interview 16

R: Paham ga tadi pelajarannya?

S: Paham, Mas.

R: Menyenangkan gak belajar kelompok?

S: Menyenangkan!

Interview 17

R: Bagian apa yang menurut kalian paling menyenangkan pas kerja kelompok kemarin?

S: Kerja kelompok tapi yang ada kuisnya.

Interview 18

R: Gimana menurutmu dikasi hadiah pas pelajaran tadi?

S: Seneng Mas. Jadi termotivasi. Tadi kelompok ku dapet hadiah Mas. Dapet kamus, bisa dipake pas pelajaran Bahasa Inggris.

APPENDIX C:

COURSE GRID

THE COURSE GRID OF THE TEACHING AND LEARNING PROCESS FOR THE EIGHTH GRADE STUDENTS OF SMPN 1
SEWON IN THE ACADEMIC YEAR OF 2012/2013

Cycle 1	Standard Competence	Basic Competence	Learning Materials	Indicators	Cooperative Learning	Learning Activities	Media
	2. Being able to understand various kinds of short functional texts and essays in the form of narrative and recount text in a daily life contexts.	2.5. Respond to meaning and rhetoric steps of essay which uses written language variety in accurate, fluent, and acceptable manners in daily life context in the form of recount text	<ul style="list-style-type: none"> • Topic: Holiday Experience • Input Text: <i>Holiday in Kupang</i> • Recount Text: Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. For example, <i>My holiday, My Family's Holiday</i> • Generic Structure of Recount: <ol style="list-style-type: none"> 1. Orientation: an orientation providing background information needed to understand the text, i.e., who was involved, where it happened, when it happened 	<ol style="list-style-type: none"> 1. Identifying the key words in a recount text. 2. Identifying the detailed, specific, and general information of a recount text. 3. Identifying the grammatical rules in a recount text. 4. Identifying the chronological connections in a recount text. 5. Identifying the organization of a recount text. 	Goup Work <ul style="list-style-type: none"> • Pair-Read • Think-Pair-Share • Group Work (Group discussion and quiz) 	a. Pre-teaching b. Whilst-teaching BKOF <ul style="list-style-type: none"> • The students tell their experience in the last holiday. • The teacher shows some pictures of tourist objects that usually visited during holiday. • The students answer some questions related to the pictures. • The teacher gives additional information related to the pictures. MOT <ul style="list-style-type: none"> • The teacher gives an example of recount text. • The teacher asks the students to read first the recount text (Task 1). • The teacher gives explanation about the recount text in the 	<ol style="list-style-type: none"> a. Pictures b. Series of pictures c. Handouts about recount text d. Glue e. Board marker f. White board

			<p>2. Events: A record of events usually recounted in a chronological order</p> <p>3. Reorientation: Personal comments and/or evaluative remarks on the incident.</p> <ul style="list-style-type: none"> • Language Feature of Recount • <i>Common grammatical features of a recount include:</i> <ul style="list-style-type: none"> • use of nouns and pronouns to identify people, animals or things involved. • use of action verbs to refer to events. • use of past tense to locate events in relation to writer's time. • use of conjunctions and time connectives to sequence the events. • use of adverbs and adverbial phrases 			<p>text.</p> <ul style="list-style-type: none"> • The teacher teaches some reading strategies how to find the topic of the text, find specific information from the text, and the detailed information of the text. • The students practice how to use the strategies. • The teacher asks the students to find the topic of the text, specific information, and the detailed information of the text by answering the questions from the text of (Task 2). • The teacher asks the students to find the verb in the text. (Task 3) • The students identify the verb use in the recount text. • The teacher explained about simple past tense. • The teacher asks the 	
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			<p>to indicate place and time.</p> <ul style="list-style-type: none"> • use of adjectives to describe nouns. • <i>Key Vocabulary</i>: Last month, Holiday, After that, Visited, etc. • <i>Key Structure</i> : Simple past tense is used to express something that happened in the past. Here is the pattern. • Formula: S + V2 + O + (Adv of Time) Usually, you use the following adverbs of time in simple past tense: yesterday last week last ... two days ago ... ago <p>Examples: I went to the zoo yesterday. I visited Lake Toba last week.</p>			<p>students to fill in the blanks with the correct verb forms in the box. (Task 4)</p> <ul style="list-style-type: none"> • The teacher and the students discuss the answer. <p>JCOT</p> <ul style="list-style-type: none"> • The teacher divided the students into six groups. • The students sit in their groups. • The teacher distributes a new recount text. • The teacher asks students to complete the letter with the suitable words in the box and change the forms if necessary in their groups. (Task 5) • The students answer some questions based on the text given in groups.(Task 6) • The students present their answer. • The teacher and the students discuss the answer. • The students do a group discussions by 	
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						<p>rearranging series of pictures of in the correct chronological order in a group of four. (Task 7)</p> <ul style="list-style-type: none"> • The group representative come forward to present the result of the discussions by sticking the pictures in the white board. • The teacher explains about the conjunctions and time connectives in recount text.(Task 8) • After the students finish discussing the conjunctions and time connectives, the teacher asks the students to fill in the blank of a recount text with the correct time connectives. (Task 9) • The students are asked to comprehend the text in group. • After that, The students answer quiz about the text they have discussed 	
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						<p>individually. The result of individual score will contribute to the group score. (Task 10)</p> <ul style="list-style-type: none"> • The students rearrange sentences into a good paragraph in a group of four. (Task 11) • The students are asked to find the meaning of underlined words by guessing the meaning from the context, then the students identify the events in the text.(Task 12) • The students answer quiz about recount text individually. The result of individual score will contribute to the group score. (Task 13) • The teacher conducts class discussion to check the groups' answers. <p>ICOT</p> <ul style="list-style-type: none"> • The students identify True/ False statements. (Task 10) • The students identify 	
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						<p>statements by putting a thick line on the correct statements. (Task 12)</p> <p>Linking the related text.</p> <ul style="list-style-type: none"> The teacher asks the students to find the similar text from magazines, newspapers or any sources <p>c. Post-teaching</p>	
Cycle 2	Standard Competence	Basic Competence	Learning Materials	Indicators	Cooperative Learning	Learning Activities	Media
	5. Comprehending meaning of the short functional texts and simple essays in the form of descriptive and recount texts.	5.3 Responding to the meaning and rhetorical steps in the simple essay in the form of notice texts simply, accurately, fluently, and appropriately to interact with the society in which the students belong.	<ul style="list-style-type: none"> Input Text: <i>Holiday in Kupang</i> Notice: <i>symbol or written information, instruction, or warning about something.</i> Language Feature of Recount: <ul style="list-style-type: none"> Using simple present tense <p>Formula: S + V2 + O</p> <p><i>Example:</i> Do not pick the flowers.</p>	<p>1. Students are able to recognize the written notices.</p> <p>2. Students are able to identify the purposes of the written notices.</p> <p>3. Students are able to identify the meaning of the written notices</p> <p>4. Students are able to mention in what places they find the written notices</p>	<p>Group Work</p> <ul style="list-style-type: none"> (Discussion followed by Individual quiz) Numbered head together Round table brainstorming 	<p>a. Pre-teaching</p> <p>b. Whilst-teaching</p> <p>BKOF</p> <ul style="list-style-type: none"> To activate students' background knowledge, the teacher reviews the previous materials and relates it to the new one. The teacher asks the students when they go on their holiday, what notices they find there? The teacher shows some notices and asks the students what notices they are. (Task 1) The students identify the notices (Task 2). 	<p>a. Pictures</p> <p>b. Handouts</p> <p>c. Glue</p> <p>d. Board marker</p> <p>e. White board</p> <p>f. Origami Papers</p>

						<p>MOT</p> <ul style="list-style-type: none"> • The teacher gives explanation about the notices. • The teacher gives several examples of notices including warning, prohibition, and instructions.(Task 3) • The teacher present a notice in the forms of rules in the tourist object. • The students in pairs read the text given. (Task 4) • The students answer some questions related to the text. • The teacher and students discuss the answer. <p>JCOT</p> <ul style="list-style-type: none"> • The teacher forms six groups that each group consists of four students. • The students work in their groups. • The students do Round Table Brainstorming activity 	
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						<p>in which the students have to complete the web. (Task 5) and (Task 6)</p> <ul style="list-style-type: none"> • The teacher evaluates the students' works by conducting class discussion. • The students do Numbered Head Together activity. (Task 7) • The students answer questions. In this activity the students work in pairs first. Then, after working in pairs, they compare the answer to the group. • After the students finish the task, the teacher checks the group's work by calling out the student based on their number (1,2,3 or 4). For example the teacher calls out a number (two) and each two is asked to give the answer. • The students ask to 	
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						<p>comprehend the text in group. After that, The students answer quiz about the text they have discussed individually. The result of individual score will contribute to the group score. (Task 8)</p> <ul style="list-style-type: none"> • The teacher conducts the class discussion to check students' answers. <p>ICOT</p> <ul style="list-style-type: none"> • The teacher gives a text "School Library: Rules and Regulation".(Task 8) • The students read and comprehend the text. • The teacher, then, asks the students to answer the questions individually to find the specific information from the text. • The students do the exercise individually. • Then, the teacher asks the students to identify True/False statement and to correct the false 	
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						<p>ones.(Task 9)</p> <ul style="list-style-type: none"> • The students identify True/False statement and correct the false ones. • The teacher conducts class discussion to check the students' answers. • The teacher asks the students to match the notices to the correct meanings. (Task 10) • The students match the notices to the correct meanings. • The teacher will give a reward to the group which get the highest score. <p>Linking the related text</p> <ul style="list-style-type: none"> • The teacher asks the students to find the similar text from magazines, newspapers or any sources. <p>c. Post-teaching</p>	
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APPENDIX D:

LESSON PLANS

Lesson Plan

A. Identify of the Lesson

Subject : English
 School : SMP N 1 Sewon
 Grade/Semester : VIII/1

B. Standard of Competency

2. Being able to understand various kinds of short functional texts and essays in the forms of narrative and recount text in daily life contexts.

C. Basic Competency

2.5. Responding to the meaning and rhetoric steps of essay which uses written language variety in accurate, fluent, and acceptable manners in daily life context in the form of recount text.

D. Indicators

1. Identifying the key words in a recount text.
2. Identifying the detailed, specific, and general information of a recount text.
3. Identifying the grammatical rules in a recount text.
4. Identifying the cronological conections in a recount text.
5. Identifying the organization of a recount text.

E. Instructional Objectives

At the end of the lesson, the students are expected to be able to:

1. Identify the difficult words in recount text.
2. Identify the detailed, specific, and general information of recount text.
3. Identify the grammatical rules in recount text.
4. Identify the cronological conection in a recount text.
5. Identify the organization of a recount text.

F. Teaching Method

A. Genre-Based Technique

- 1) BKOF (Building Knowledge of Field)
- 2) MOT (Modelling and Deconstruction of Text)
- 3) JCOT (Joint Construction of Text)
- 4) ICOT (Independent Construction of Text)
- 5) Linking to related text.

G. Instructional Materials

Topic : Holiday Experience

Input Text : Holiday in Kupang

Recount Text: Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. For example, *My holiday*, *My Family's Holiday*

Generic Structure of Recount:

1. Orientation: an orientation providing background information needed to understand the text, i.e., who was involved, where it happened, when it happened
2. Events: A record of events usually recounted in a chronological order
3. Reorientation: Personal comments and/or evaluative remarks on the incident.

• Language Feature of Recount

- Common grammatical features of a recount include:
 - use of nouns and pronouns to identify people, animals or things involved.
 - use of action verbs to refer to events.
 - use of past tense to locate events in relation to writer's time.
 - use of conjunctions and time connectives to sequence the events.
 - use of adverbs and adverbial phrases to indicate place and time.
 - use of adjectives to describe nouns.

Key Vocabulary: Last month, Holiday, After that, Visited, etc.

Key Structure : Simple past tense is used to express something that happened in the past. Here is the pattern.

Formula: S + V2 + O + (Adv of Time)

Usually, you use the following adverbs of time in simple past tense:

yesterday

last week

last ...

two days ago

... ago

Examples:

I went to the zoo yesterday.

I visited Lake Toba last week.

H. Time Allocation: 6 x 40 minutes

I. Teaching Learning Activities

a. Pre-teaching

1. Teacher opens the lesson with greeting ('good morning').
2. Teacher checks whether the students are ready for the lesson or not.

3. Teacher and students have a prayer.
4. Teacher checks students' attendance and asks for students' condition.
5. Teacher asks some questions related to today's lesson.

b. Whilst-teaching

BKOF

- The students tell their experience in the last holiday.
- The teacher shows some pictures of tourist objects that usually visited during holiday such as Prambanan temple, Borobudur temple, Parangtritis Beach, Mount Bromo, Gedung Sate etc.
- The students answer some questions related to the pictures such as "Do you know this place? Have you ever visited this place? Where is it located? What can you find in this tourist resort? Etc.
- The teacher gives additional information related to the pictures.

MOT

- The teacher gives an example of recount text of "Holiday in Kupang" to the students.
- The students get a recount text of "Holiday in Kupang".
- The teacher asks the students to read first the recount text of "Holiday in Kupang" (Task 1)
- The students read the recount text "Holiday in Kupang".
- The teacher gives explanation about the recount text in the text of "Holiday in Kupang"
- The teacher teaches some reading strategies how to find the topic of the text, find specific information from the text, and the detailed information of the text.
- The students practice how to use the strategies.
- The teacher asks the students to find the topic of the text, specific information, and the detailed information of the text by answering the questions from the text of "Holiday in Kupang". (Task 2)
- The teacher asks the students to find the verb in the text. (Task 3)
- The students identify the verb use in the recount text.
- The teacher explains about simple past tense.
- The teacher asks the students to fill in the blanks with the correct verb forms in the box. (Task 4)
- The teacher and the students discuss the answer.

JCOT

- The teacher divides the students into six groups.
- The students sit in their groups.

- The teacher distributes a new recount text.
- The teacher asks students to complete the letter with the suitable words in the box and change the forms if necessary in their groups. (Task 5)
- The students answer some questions based on the text given in groups. (Task 6)
- The students present their answer.
- The teacher and the students discuss the answer.
- The students do a group discussions by rearranging series of pictures of in the correct chronological order in a group of four. (Task 7)
- The group representative come forward to present the result of the discussions by sticking the pictures in the white board.
- The teacher explains about the conjunctions and time connectives in recount text. (Task 8)
- After the students finish discussing the conjunctions and time connectives, the teacher asks the students to fill in the blank of a recount text with the correct time connectives. (Task 9)
- The students are asked to comprehend the text in group.
- After that, The students answer quiz about the text they have discussed individually. The result of individual score will contribute to the group score. (Task 10)
- The students rearrange sentences into a good paragraph in a group of four. (Task 11)
- The students are asked to find the meaning of underlined words by guessing the meaning from the context, then the students identify the events in the text. (Task 12)
- The students answer quiz about recount text individually. The result of individual score will contribute to the group score. (Task 13)
- The teacher conducts class discussion to check the groups' answers.

ICOT

- The students identify True/ False statements. (Task 10)
- The students identify statements by putting a tick on the correct statements. (Task 12)

Linking the related text.

- The teacher asks the students to find the similar text from magazines, newspapers or any sources

c. Post-teaching (5 menit)

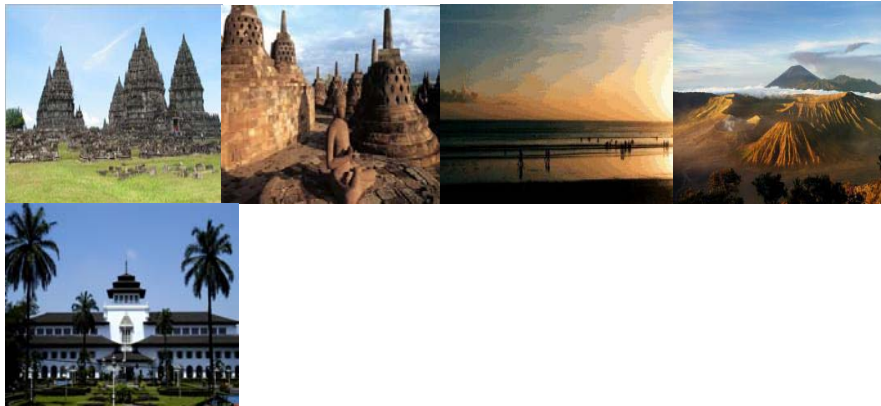
- 1 The students summarize the lesson
2. The students have reflection about the lesson

3. The teacher previews the next week materials
4. The teacher closes the class

J. Roles of the Teacher and Students:

- a. Teacher's roles: as a model, participant, observer, and a facilitator
- b. Students' roles: as a group member and a partner

K. Teaching Media: Pictures and handout



L. Text :

Holiday in Kupang

Last month I went to Kupang with my brother to visit our aunt. On the first day, our cousin took us to Rote. From Kupang, we took 1 1/2 hours on the fast ferry. The waves there were very strong. We visited a fishing village there. After that, we went on a small boat to see a seaweed farming project. Well, finally, we came back home in the evening. That was one of our great days in Kupang and we were so happy.

M. Learning Resources:

Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Depdiknas.

Widiati, Utami. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional

N. Assessment

1. Reading Performance

I. Indicators, form, and example

No.	Indicators	Form	Example
1.	Able to identify the key words in recount text	Written text (Essays)	<ul style="list-style-type: none"> - Find the verb use in the text. - Fill in the blanks with the correct verb forms in the box.
2.	Able to identify the detailed, specific, and general information of recount text.	Written text (Essays)	<ul style="list-style-type: none"> - When did the writer go to Kupang? - What did they do there? - How did they feel during that day?
3.	Able to identify the grammatical rules in recount text	Written text (Essays)	<ul style="list-style-type: none"> - Complete the letter with the suitable words in the box and change the forms if necessary.
4.	Able to identify the cronological conection in a recount text.	Written text (Essays)	<ul style="list-style-type: none"> - Put the connecting words or phrases in the text
5.	Able to identify the organization of a recount text.	Written text	<ul style="list-style-type: none"> - Please rearrange the jumbled sentences into a good paragraph

2. Cooperative Learning Process

Assessment Guideline

The Student's Name	Positive Interdependence	Individual Accountability	Equal Opportunity for Success	Interpersonal Skill	Group Processing

Teacher,

Sewon, November 2012

Researcher,

Erwanti, S.Pd.

NIP.19721020 200604 2 013

Chandra Gusta Wisnuwardana

NIM. 08202241013

Lesson Plan

A. Identify of the Lesson

Subject : English
 School : SMP N 1 Sewon
 Grade/Semester : VIII/1

B. Standard of Competency

5. Comprehending meaning of the short functional texts and simple essays in the form of descriptive and recount texts.

C. Basic of Competences

5.3 Responding to the meaning and rhetorical steps in the simple essay in the form of **notice** texts simply, accurately, fluently, and appropriately to interact with the society in which the students belong.

D. Indicators

- a. Students are able to recognize the written notices
- b. Students are able to identify the purposes of the written notices
- c. Students are able to identify the meaning of the written notices
- d. Students are able to mention in what places they find the written notices

E. Instructional Objectives

At the end of the lesson, students are able to comprehend the written notices.

F. Teaching Method

Genre-Based Technique

- 1) BKOF (Building Knowledge of Field)
- 2) MOT (Modelling and Deconstruction of Text)
- 3) JCOT (Joint Construction of Text)
- 4) ICOT (Independent Construction of Text)
- 5) Linking to related text

G. Materials

Public Notices



Texts

NOTICES

<p style="text-align: center;">Welcome to Marina Bay Park</p> <p>Open : Monday to Friday : 9 a.m. to 6 p.m. Saturday and Sunday : 9 a.m. to 8 p.m.</p> <p>Admission: Monday to Friday : Rp 45,000 Saturday and Sunday : Rp 50,000 Children under 12 Rp 40.000</p>
<p style="text-align: center;">Rules for visitors</p> <ol style="list-style-type: none"> 1. Do not litter. Throw your food wrappings, sweets wrappings, cigarette butts etc. into the rubbish bins that are placed all over the park. 2. Do not pick the flowers in the park. 3. Do not swim in the sea. 4. Do not fish in the beach on any other day except Sunday. 5. Picnics are allowed only on Saturdays and Sundays. 6. The management will not be responsible for any loss or damage to personal belongings. 7. All visitors must leave the park at the scheduled time.

H. Time Allocation: 5 x 40 minutes

I. Teaching Learning Activities

a. Pre-teaching

1. Teacher opens the lesson with greeting ('good morning').
2. Teacher checks whether the students are ready for the lesson or not.
3. Teacher and students have a prayer.
4. Teacher checks students' attendance and asks for students' condition.
5. Teacher asks some questions related to today's lesson.

b. Whilst-teaching

BKOF

- To activate students' background knowledge, the teacher reviews the previous materials and relates it to the new one. The previous material is about Holiday. The teacher asks the students when they go on their holiday such as Parangtritis Beach, what notices they find there?
- The teacher shows some notices and asks the students what notices they are. (Task 1)

- The students identify the notices such as what is the notice about?, where can it find?, what is the meaning of the notice? (Task 2)

MOT

- The teacher gives explanation about the notices.
- The teacher gives several examples of notices including warning, prohibition, and instructions.(Task 3)
- The teacher presents a notice in the forms of rules in the tourist object.
- The students in pairs read the text given. (Task 4)
- The students answer some questions related to the text.
- The teacher and students discuss the answer.

JCOT

- The teacher forms six groups that each group consists of four students.
- The students work in their groups.
- The students do Round Table Brainstorming activity in which the students have to complete the web. (Task 5) and (Task 6)
- The teacher evaluates the students' works by conducting class discussion.
- The students do Numbered Head Together activity. (Task 7)
- The students answer questions. In this activity the students work in pairs first. Then, after working in pairs, they compare the answer to the group.
- After the students finish the task, the teacher checks the group's work by calling out the student based on their number (1,2,3 or 4). For example the teacher calls out a number (two) and each two is asked to give the answer.
- The students ask to comprehend the text in group. After that, The students answer quiz about the text they have discussed individually. The result of individual score will contribute to the group score. (Task 8)
- The teacher conducts the class discussion to check students' answers.

ICOT

- The teacher gives a text "School Library: Rules and Regulation".(Task 8)
- The students read and comprehend the text.
- The teacher, then, asks the students to answer the questions individually to find the specific information from the text.
- The students do the exercise individually.
- Then, the teacher asks the students to identify True/False statement and to correct the false ones.(Task 9)
- The students identify True/False statement and correct the false ones.
- The teacher conducts class discussion to check the students' answers.
- The teacher asks the students to match the notices to the correct meanings. (Task 10)
- The students match the notices to the correct meanings.

- The teacher will give a reward to the group which get the highest score.

Linking the related text

- The teacher asks the students to find the similar text from magazines, newspapers or any sources.

c. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today's discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. The teacher leads the closing prayer.
- e. The teacher says goodbye to the students.

J. Roles of the Teacher and Students:

- a. Teacher's roles: as a model, participant, observer, and a facilitator
- b. Students' roles: as a group member and a partner

K. Source :

Anderson, Mark, and Anderson, Kathy. 1997. *Text Types in English*. Australia: Macmillan Education.

Anonym. *Reading and Writing Module 2: Describing Pictures and People*.

Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Depdiknas.

L. Evaluation

1. Techniques of Reading Evaluation

No	Type of the Activities	Technique of Task Delivery
1.	Answering reading comprehension questions.	Written task
2.	Identifying the true and false statements based on the text.	Written task
3.	Matching	Written task

2. Cooperative Learning Process
Assessment Guideline

The Student's Name	Positive Interdependence	Individual Accountability	Equal Opportunity for Success	Interpersonal Skill	Group Processing

Teacher,

Sewon, November 2012

Researcher,

Erwanti, S.Pd.
NIP.19721020 200604 2 013

Chandra Gusta Wisnuwardana
NIM. 08202241013

APPENDIX E:TASKS

Cycle I**Focus on Reading****Snapshot**

Look at the picture. Then, answer the following questions. Share your answers with your friends.



- Do you know what it is?
- What do you know about this picture?
- Do you know where it is?
- Have you been there?
- Tell me more about this picture?
- Can you mention some words related to holiday?

Task 1

Read the following text and then answer the questions.

Holiday in Kupang

Last month I went to Kupang with my brother to visit our aunt. On the first day, our cousin took us to Rote. From Kupang, we took 1 1/2 hours on the fast ferry. The waves there were very strong. We visited a fishing village there. After that, we went on a small boat to see a seaweed farming project. Well, finally, we came back home in the evening. That was one of our great days in Kupang and we were so happy.

(Adapted from: Scaffolding for Grade VIII)

Task 2

Please answer these following questions based on the text entitled “Holiday in Kupang”.

1. What is the text about?
2. When did the writer go to Kupang?
3. With whom did he go there?
4. Where did they go on the first day?
5. What did they do there?
6. How did they feel during that day?

**Lesson
Proper**



Notes:

Recount

The text Holiday in Kupang is a recount text. It tells ‘what happened’. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling, usually made by the writer about the events.

The text recount is organized to include:

- an orientation providing background information needed to understand the text, i.e., who was involved, where it happened, when it happened
- a record of events usually recounted in a chronological order
- personal comments and/or evaluative remarks on the incident

Common grammatical features of a recount include:

- use of nouns and pronouns to identify people, animals or things involved (Susi, the monkey, we, etc.)
- use of action verbs to refer to events. (go, sleep, see, etc)
- use of past tense to locate events in relation to writer’s time. (We went to the garden, We saw the river, etc.)

Simple Past Tense Formula: S + V2 + O + (Adv of Time)

- use of conjunctions and time connectives to sequence the events. (After that, then, and, etc.)
- use of adverbs and adverbial phrases to indicate place and time. (yesterday, at my house, etc.)
- use of adjectives to describe nouns. (Beautiful, funny, etc.)

Task 3

Please identify the verbs used in the text entitled “Holiday in Kupang”. Then, Listen to your teacher explanations about simple past tense.

Task 4

Complete the letter with the suitable words in the box. Change the forms into the correct one.

go take accompany attend win spend

1. Fredy *went* to Samarinda last year.
2. Asep ... his brother to the airport yesterday.
3. Ketut Tantri ... much money in his holiday last month.
4. Sanusi ... me to go to the travel agent three days ago.
5. Last holiday, Laila ... an English course.
6. Two days ago, Elizabeth ... the free ticket to Hawaii.

Discussion Time



Task 5

Complete the letter with the suitable words in the box. Change the forms if necessary. Then, read the text.

go visit buy spend famous

Denpasar, 19 August 2007

Hi, Putri, how are you? I hope you are fine.

By the way, I want to tell you about my holiday.

Last month, I 1) *went* to Bandung. I was so happy because it was my first time to visit the place. There are many interesting places to visit.

First, I 2) ... Tangkuban Perahu. The place is just wonderful. **After that**, I went to Dago Street. I 3) ... some t-shirts there. **Then**, I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy 'peuyeum'. Bandung is 4) ... for its 'peuyeum'.

Finally, I went to a café nearby to have lunch. I 5) ... three days in Bandung and that was really fun.

Anyway, I will write to you again next time. Write to me as soon as you can. Bye.

Sincerely,

Ketut Tantri

**Do it by
yourself**



Task 6

Answer the following questions based on the letter written by Ketut Tantri.

1. Whom did Ketut Tantri write the letter to?
2. When did Ketut Tantri spend her holiday?
3. What was Ketut Tantri's first destination in Bandung?
4. Where did Ketut Tantri go after she visited Dago Street?
5. How many days did Ketut Tantri spend in Bandung?
6. Where does Ketut Tantri live?

**Discussion
Time**



Task 6

Please rearrange the series of pictures about Bima's activity in the last weekend.



Task 8.

Please listen to your teacher explanation of conjunctions and time connectives to sequence the events that usually used in recount text.

Task 9

Put the connecting words or phrases in the text below. Then, comprehend the text with the help of your group.

Last week, my brother and I spent our holiday in Jakarta. We stayed in our uncle's house. We went there by bus. We left from Yogyakarta on Friday. Before we went there, we prepared some things. 1) ..., we booked two tickets at the ticket agent. 2) ..., we got on the bus from Giwangan terminal at 3 pm. 3) ..., we stopped to have dinner at Ajibarang. After having dinner, we continued our travel. We arrived at Lebak Bulus terminal. From the terminal, we took the bus no. C 09. 4) ..., we arrived at our uncle's house. It was a long trip, but we enjoyed it.

**Do it by
yourself**



Read the following statements. Write T if the statement is true and F if the statement is false.

- | | |
|--|-------|
| The writer and his/her brother went to Jakarta last month. | (T/F) |
| The writer went to Jakarta on Friday. | (T/F) |
| The writer went to Jakarta by train. | (T/F) |
| The writer booked two tickets at the ticket agent. | (T/F) |
| The writer left Yogyakarta at 3 am. | (T/F) |
| The writer stopped at Ajibarang to have dinner. | (T/F) |
| The writer took bus to uncle's house in Lebak Bulus | (T/F) |
| The writer bored during the trip. | (T/F) |

**Discussion
Time**



Task 11

The sentences below have been made jumbled. However, originally they make up a story. Rearrange these sentences to reconstruct the story.

As it rained for two hours, they could not have anything to do.

She went with her mum, dad, and her brother.

Then her dad grilled some fish.

She says it is her worst experience during her holiday.

Last semester Rohana spent her holiday on Pasir Putih beaches.

They went by bus from Probolinggo to Pasir Putih.

Immediately they ran to find a shelter to escape from the rain.

Rohana and her brother spread out their big blanket and also folding chairs.

When they got to the beach, they picked up a place to sit.

Suddenly, it rained very hard.

Task 12

Please read the text and guess the meaning of the underlined words without using your dictionary.

Going Fishing for the First Time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. When we got to the river, there were already some people. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face. It was embarrassing!

**Do it by
yourself**



Task 14

Please put a thick on the statement below based on what you have read before.

1.

The writer went fishing a week ago.

The writer went fishing two weeks ago.

The writer went fishing three weeks ago.

2.

It was the writer's third fishing experience.

It was the writer's second fishing experience.

It was the writer's first fishing experience.

3.

The writer taught his uncle how to fish.

The writer was taught how to fish by his uncle.

The writer and his uncle taught people how to fish.

4.

They went fishing in the evening.

They went fishing in the afternoon.

They went fishing in the morning.

5.

The writer fell into the river.

The writer's uncle fell into the river.

The writer helped someone who fell into the river.

6.

The writer felt excited after he fell into the river.

The writer felt ashamed after he fell into the river.

The writer felt proud after he fell into the river.

Cycle II

Task 1



Have you ever seen the notice like this?

Where do you find it?

Do you know what the notice means?

Task 2

Do you know the following signs? Where do you find them? Discuss them with your friend next to you. Look at the example.



1.

Where: Zoo

Meaning: You are not allowed to take pictures

Dilarang memotret



2.

Where :

Meaning:



3.

Where:

Meaning:



4.

Where:

Meaning:



5.

Where:

Meaning:



6.

Where:

Meaning:

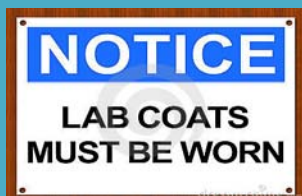
Task 3

Study the Following Explanation.

There are three kinds of notices:

Instruction

It is a kind of notices that instruct you to do something. For example:



Meaning : You are instructed to use lab coats.

Prohibition

It is a kind of notices that prohibit you to do something.

For Example:



Meaning : You are prohibited to bring pet (dog).

Warning

It is a kind of notices that warn you something dangerous.

For example:



Meaning : You are not allowed to touch the lever.

Task 4

Read the notice below.

Welcome to Marina Bay Park	
Open :	
Monday to Friday	: 9 a.m. to 6 p.m.
Saturday and Sunday	: 9 a.m. to 8 p.m.
Admission:	
Monday to Friday	: Rp 45,000
Saturday and Sunday	: Rp 50,000
Children under 12	
	Rp 40,000

Rules for visitors

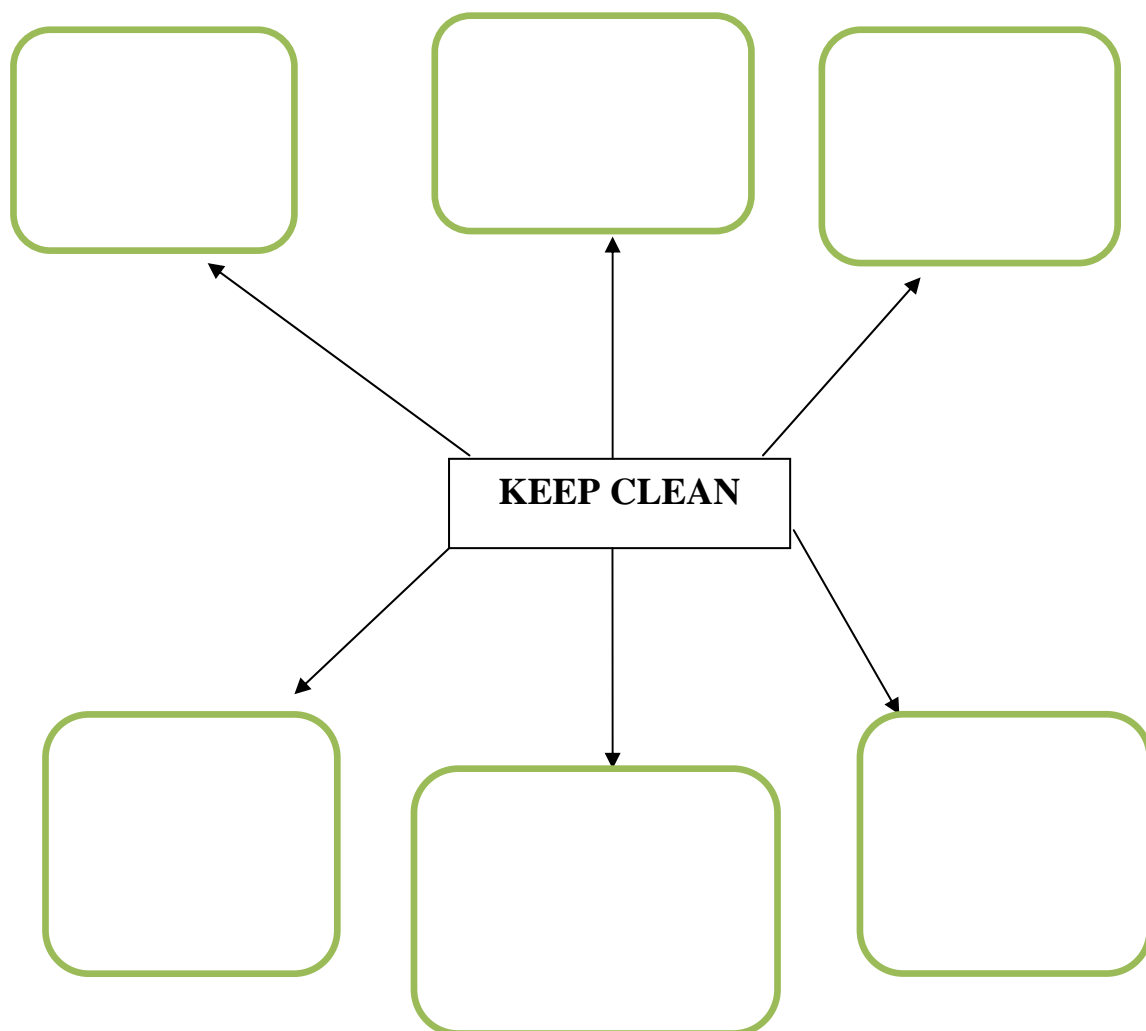
1. Do not litter. Throw your food wrappings, sweets wrappings, cigarette butts etc. into the rubbish bins that are placed all over the park.
2. Do not pick the flowers in the park.
3. Do not swim in the sea.
4. Do not fish in the beach on any other day except Sunday.
5. Picnics are allowed only on Saturdays and Sundays.
6. The management will not be responsible for any loss or damage to personal belongings.
7. All visitors must leave the park at the scheduled time.

Questions:

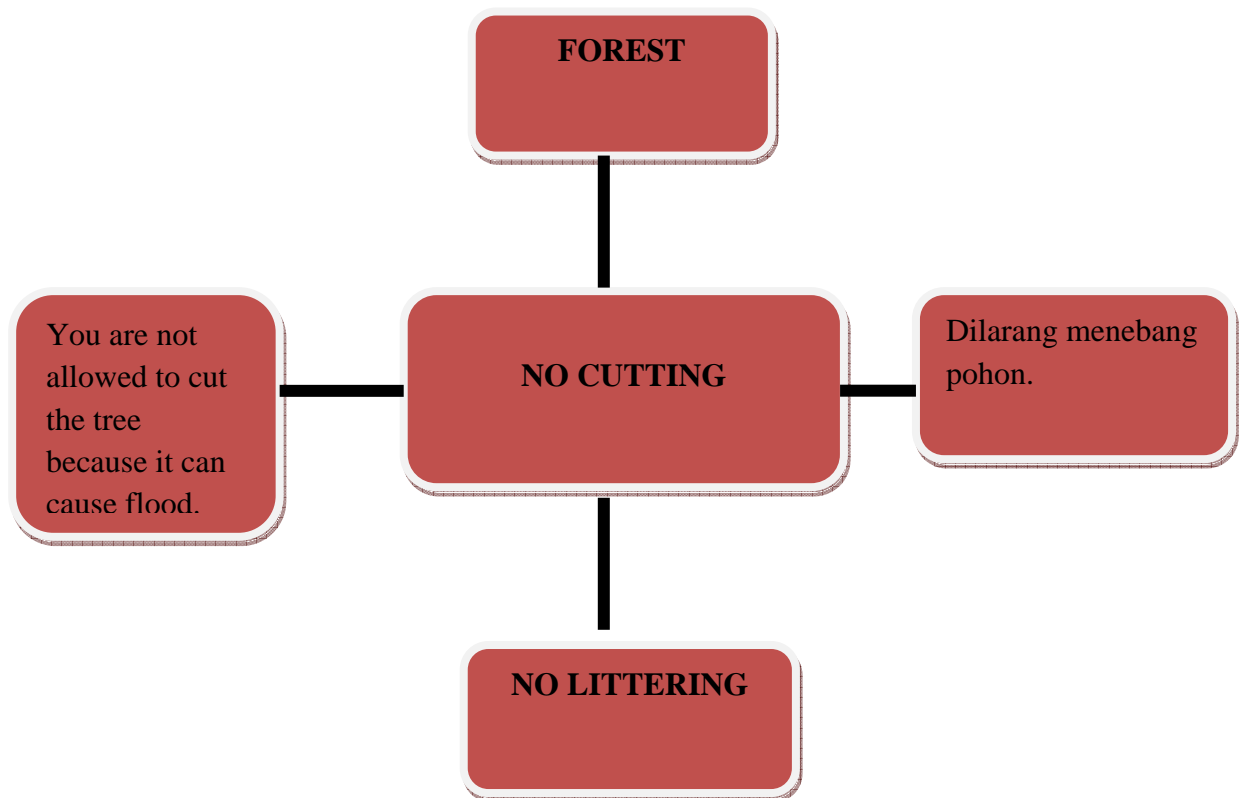
1. Where can you find this notice?
.....
2. What days we can picnic there?
.....
3. When is “Marina Bay Park” open on Wednesday?
.....
4. Which rule reminds visitors to keep the park clean?
.....
5. When the visitors are allowed to fish?
.....

Task 5

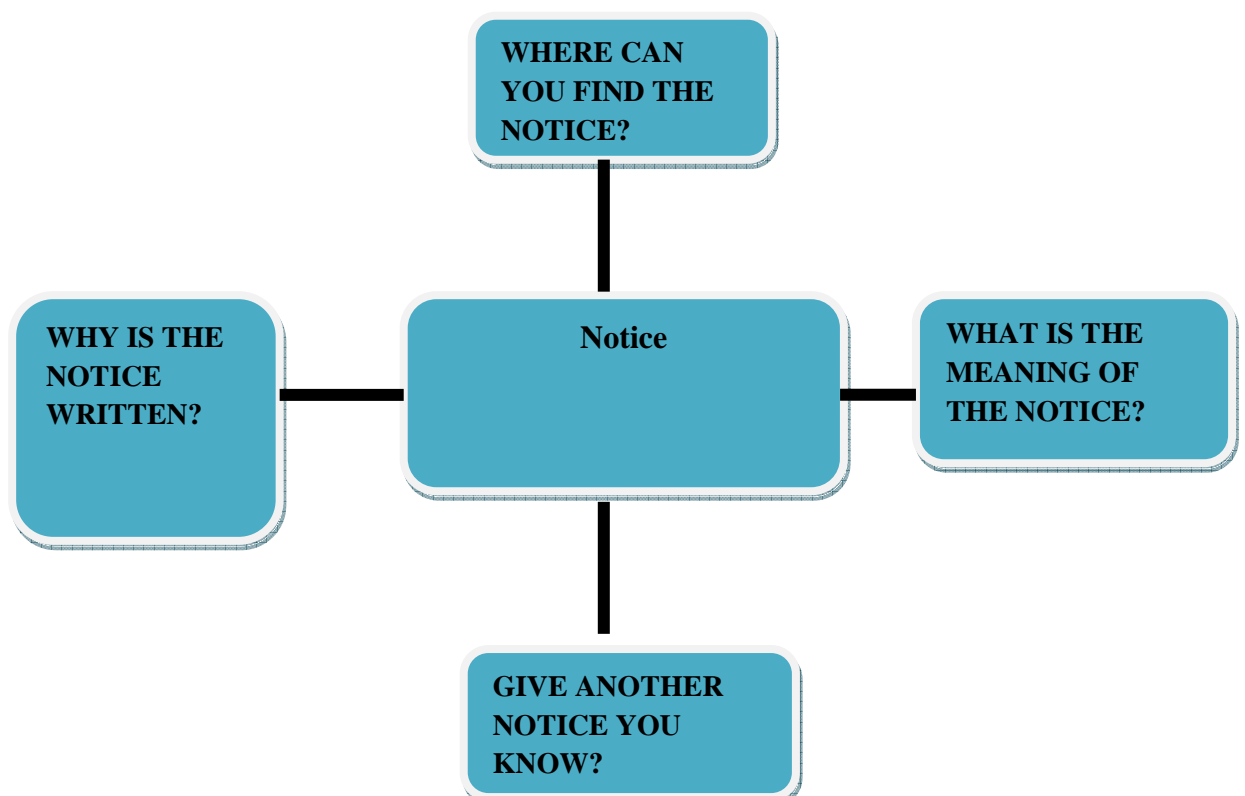
Fill in the box with things that come to your mind when you read this notice.

**Task 6****Instruction:**

1. Work in group.
2. Read the notice.
3. Complete the following web. Each of you has a question as a clue.
Write your answer on the web.
4. Make a summary. Then, present your group result.
Look at the example.



Complete the following web.



NOTICES:

1. NO SWIMMING
2. QUIET PLEASE
3. PLEASE DO NOT FEED THE ANIMAL
4. DON'T PICK THE FLOWER
5. PUT OFF YOUR SHOES
6. NO TAKING PHOTOS

Task 7

Discuss these following pictures with your friend next to you. Then decide, are those pictures belong to instruction notice?, warning notice? Or prohibition notice?



- a. This notice belongs to **warning notice**

Meaning: you have to be careful with the explosive gas and always locked the door



- b. This notice belongs to ...

Meaning:



- c. This notice belongs to ...

Meaning:



- d. This notice belongs to ...

Meaning:



e.

This notice belongs to ...

Meaning:

f.

This notice belongs to ...

Meaning:**Task 8****Read the text below. Answer the following questions.**

**School Library
Rules and Regulation**

Student using the library must obey these rules:

1. Students are not allowed to bring their school bags, textbooks or any other books into the library.

Leave all bags with the librarian for safekeeping

2. Do not talk in the library unless it is very important. If you need to talk, please whisper.

3. After reading the books, newspaper and magazine, return them to their proper shelves.

4. Students are allowed to borrow one book.

5. Students are allowed to keep the book for no more than two weeks.

6. If the book is not returned on time, the student will have to pay a fine of Rp. 500 for each day late.

7. If a student loses a library book, he or she will have to pay for the cost of the book.

8. Keep the library always clean.

Questions:

1. Where do you find the rules above?
2. Why the rules above should be obeyed by the students?
3. Are the students allowed to borrow the book more than three weeks?
4. How many books can be borrowed by the students?
5. How much does the student pay if they are late four days returning the books they borrow?

Task 9

Read the following statements. Based on the notice “School Library”, write T if the statement is true and F if the statement is false. Correct the false statement.

No	Statement	T/F	Correction
1	Students are not allowed to bring bags into library.		
2	It is allowed to talk loudly in the library		
3	The students can borrow two books more than two weeks.		
3	If a student loses a library book, he must pay a fine of Rp. 500.		
5	The students are not allowed to leave the rubbish in the library		

Task 10

Match the notices to the correct meaning.

- | | | |
|----|--|--|
| 1. | Wash Your Hands | You must turn off the lamp before you go. |
| | | |
| 2. | Do Not Throw the Rubbish Here | You are not allowed to leave the room dirty. |
| | | |
| 3. | Keep Your Foot Out of the Grass | You are prohibited to make any noise. |
| | | |
| 4 | Do not Be Noisy | You are not allowed to step on the grass. |
| | | |
| 5. | Do Not Leave the Room Dirty | You are prohibited to throw the rubbish here. |
| | | |
| | | You must wash your hands. |
| | | |
| | | You are allowed to throw the rubbish here. |

APPENDIX F:

INTERVIEW GUIDE

Interview Guideline

Teacher

1. Dapatkah ibu jelaskan bagaimana proses belajar mengajar di kelas ibu?
2. Dapatkah ibu jelaskan tentang kemampuan Bahasa Inggris siswa kelas XI?
3. Masalah-masalah apa yang ibu hadapi di kelas?
4. Menurut ibu kenapa reading itu sulit?
5. Jenis materi dan aktivitas apa yang ibu gunakan di kelas?
6. Menurut ibu, kemampuan membaca siswa kelas VIII bagaimana?
7. Kesulitan apa yang biasanya siswa hadapi ketika mendapatkan teks reading?
8. Apakah siswa banyak yang punya kamus untuk membantu memahami teks?
9. Apakah siswa selalu menggunakan kamus ketika membaca teks bahasa Inggris?
10. Bagaimana cara ibu meningkatkan motivasi siswa dalam hal reading?
11. Apakah ibu tau mengenai Cooperative Learning?
12. Apakah ibu pernah atau sering menerapkan Cooperative Learning?
13. Ada yang ingin ibu tambahkan?

Students

1. Kamu suka tidak belajar Bahasa Inggris?
2. Kemudian masalah apa yang biasa kamu hadapi di kelas?
3. Selama ini bagaimana cara kamu mengatasi masalah tersebut?
4. Apakah guru selalu menggunakan Bahasa Inggris?
5. Materi dan aktivitas apa yang sering digunakan guru di kelas?
6. Kalau aktivitasnya biasanya apa?
7. Apakah guru sering mengadakan kerja kelompok didalam kelas?
8. Selain itu, sejenis games itu sering dipakai atau tidak?
9. Ada yang ingin ditambahkan?

Teacher

1. Apa pendapat ibu tentang actions yang telah saya terapkan?
2. Menurut ibu, apakah materi tersebut sudah sesuai dengan tujuan kegiatan belajar mengajar Bahasa Inggris berdasarkan SK dan KD?
3. Menurut ibu apakah cooperative learning menarik dan memotivasi siswa?

4. Menurut ibu apakah siswa dapat memahami materi dengan jelas dan mudah?
5. Menurut ibu apakah materi-materi dan aktivitas-aktivitas tersebut efektif untuk meningkatkan kemampuan reading siswa?
6. Peningkatan itu terutama terlihat dimana bu?
7. Apa saran ibu untuk action selanjutnya?

Students

1. Bagaimana pendapat kamu tentang 3 pertemuan kemarin?
2. Apakah kamu menikmati pelajarannya?
3. Menurut pendapat kamu, apakah belajar dengan cooperative learning menarik dan memotivasi kamu?
4. Dapatkah kamu memahami materi tersebut dengan jelas dan mudah?
5. Dapatkah kamu memahami penjelasan guru?
6. Menurut kamu apakah materi-materi dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan reading kamu?
7. Ada masalah yang lain?

APPENDIX G:

OBSERVATION GUIDE

Observation Sheet of Teacher's Activities in the Teaching and Learning Process of Reading through Cooperative Learning

Day/Date:

Meeting:

Topic :

Time :

Instruction:

1. This observation sheet is to observe the teacher's activities during the teaching and learning process of reading in class. It should be completed by the observer.
2. The observer checks (√) to Yes/No column based on the real condition. Yes if the teacher does it while No if the teacher does not do it. Give your description on description column.

No	Aspects	Yes	No	Description
1	Opening the lesson			
	- Giving lead-in			
	- Stating the learning objective			
	- Motivating students			
2	Organizing the teaching and learning process			
	- Presenting the materials			
	- Organizing students in groups			
	- Guiding students in groups			
	- Controlling students in groups			
	- Evaluating students' works in groups			

3	Managing the teaching and learning process			
	- Managing the time			
	- Using media			
4	Closing the lesson			
	- Summarizing the materials			
	- Giving feedback			

Sewon, November 2012

Observer

**Observation Sheet of Student's Activities during the Teaching and Learning Process of
Reading through Cooperative Learning**

Day/Date:

Meeting:

Topic :

Time :

Group :

Instruction:

1. The observation sheet is completed by the observer during the students' activities in class and groups.
2. The teacher and the observer check (√) to the column based on real condition.
3. The assessment of indicators is attached.

No	Aspects	Group Members			
1	Participation in the class and group activities				
2	Communication in the group				
3	Cooperation in the group				
4	Responsibility to the group				

Sewon, November 2012

Observer

Criteria for Teacher's Activities Evaluation during the Teaching and Learning Process

Aspects	Indicators (Yes)
1. Opening the Lesson	
a. Giving Lead In	<ul style="list-style-type: none"> - The teacher gives lead in which is related to the material/topic. - The teacher interacts with the students when he/she gives lead in for example he/she asks students to give their opinions or give them questions to answers.
b. Stating the Learning Objective	<ul style="list-style-type: none"> - The teacher states the learning objective which is related to the materials/ topic and when stating the learning objectives, he/she invites the students' participation. - When stating the learning objective, the teacher interacts with the students communicatively by asking questions and asking for opinions.
c. Motivating Students to Actively Involve in Teaching and Learning Process	<ul style="list-style-type: none"> - The teacher uses utterances that can encourage the students to be energetic and ready to actively involve in the teaching and learning process. It can be seen when the students sit on their chair, smile to their teacher, and do not do any thing else except listen to their teacher.
2. Organizing the Teaching and Learning Process	
a. Presenting the Materials	<ul style="list-style-type: none"> - The teacher presents the materials participatory and pleasantly. - The teacher gives the students opportunities to give their opinions. - The teacher gives the students opportunities to ask questions. - The teacher creates pleasant atmosphere in the class so that the students are enthusiastic during the teaching and learning process. - The teacher teaches how to use reading strategies appropriate with the reading skills.
b. Organizing the Students in Groups	<ul style="list-style-type: none"> - The teacher organizes all the students politely and friendly in order to join with their groups. - The teacher work together with the students to organize the seating arrangement. - Class condition looks dynamic and properly arranged.
c. Guiding the Students in Their Group	<ul style="list-style-type: none"> - The teacher guides all of groups in accomplishing the tasks by visiting each group, asking their problem and helping them by giving advice and solution.

d. Controlling Students' Work in Groups	<ul style="list-style-type: none"> - The teacher controls and observes all of the students' work in groups by visiting each group
e. Evaluating the Result of Group discussions	<ul style="list-style-type: none"> - The teacher evaluates the result of group discussion by conducting class discussion and presentation for all groups - The teacher gives opportunities for all groups to present the result of their discussion
3. Managing the Teaching and Learning Process	
a. Managing the time	<ul style="list-style-type: none"> - The teacher manages the time properly as what has been planned in the lesson plan - The teacher uses the time well and appropriate as what has been planned in the lesson plan. - The teacher does not come late to the class. - The teacher does not leave the classroom when the teaching and learning process is running. - The teacher does not corrupt the time. - The teacher does not close the lesson earlier.
b. Using the Media	<ul style="list-style-type: none"> - The teacher uses media which is appropriate with the materials and the learning objective.
4. Closing the Lesson	
a. Summarizing the Materials	<ul style="list-style-type: none"> - The teacher makes summary which is appropriate with the learning materials and the learning objective. The teacher gives opportunities for the students to make the summary of what they have learned and they have done in the teaching and learning process.
b. Giving Feedback	<ul style="list-style-type: none"> - The teacher informs the students of what problem were with their works. For example: Have another look at number four. Most of them still have problem in finding the meaning of these words." - The teacher praises the students. For example: "Well done. This is much better." - The teacher gives encouragement. For example:" You all did the group activity quite well but I still found some of you did not participate in your group. Next time you have to participate actively in group activity.

Criteria for Student's Activities Evaluation during the Teaching and Learning Process

No	Aspects	Indicators
1	Participation in the class and group discussion	<ul style="list-style-type: none"> - The student asks question to the teacher - The student answers the question from the teacher - The student gives opinions and ideas to the teacher and group - The student actively involves in the group activity physically. - The student looks energetic when doing group activities.
2	Communication in the group	<ul style="list-style-type: none"> - The student is not silent during the group discussion. - The student does not daydream during the group discussion. - The student discusses the material with the teacher and the group members (Talking about the topic)
3	Cooperation in the group	<ul style="list-style-type: none"> - The student always helps his/her group to accomplish the tasks. - The student supports their group when presenting the result of their discussion or performing in front of the class by giving applause and paying attention to them. - The student does not dominate the group
4	Responsibility to the group	<ul style="list-style-type: none"> - The student stays in his/her group until the all the activities have been finished. - The student finishes the task that has been divided before. - The student does not disturb her/his group or other groups for examples she/he keeps talking with their friends or always move from one group to another group even he/she leave the class during the teaching and learning process.

APPENDIX H:

PHOTOGRAPHS



Picture 1: **Students rearranged the series of pictures**



Picture 2: **The students came forward to present their discussion**



Picture 3: The students did the brainstorming with their group



Picture 4: The students presented their results of the discussion.

APPENDIX I: LETTER



PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN DASAR
SEKOLAH MENENGAH PERTAMA NEGERI 1 SEWON
Alamat : Jalan Parangtritis km 7 Yogyakarta. Telepon (0274)383733

SURAT KETERANGAN PENELITIAN

Nomor : 202/005/2012

Yang bertanda tangan di bawah ini :

Nama : Rr ANI PRIHATI HANDAYANI, M.Pd
NIP : 19640222 198412 2 002
Pangkat/Golongan : Pembina, IV/a
Jabatan : Kepala Sekolah
Satuan Pendidikan : SMP N 1 Sewon

Dengan ini menerangkan dengan sesungguhnya bahwa :

Nama : CHANDRA GUSTA WISNUWARDANA
NIM : 08202241013
Asal Perguruan Tinggi : Universitas Negeri Yogyakarta (UNY)
Fakultas : Bahasa dan Seni
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMP N 1 Sewon Bantul pada bulan November s.d Desember 2012, dengan judul penelitian :

**"IMPROVING STUDENTS' READING COMPREHENSION THROUGH COOPERATIVE LEARNING
IN SMP NEGERI 1 SEWON IN THE ACADEMIC HERE 2012/2013"**

Demikian surat keterangan ini diberikan kepada yang bersangkutan, agar dapat dipergunakan sebagaimana mestinya.

Bantul, 6 Desember 2012

Kepala Sekolah

Rr Ani Prihati Handayani, M.Pd.

NIP : 19640222 198412 2 002

